



DAVIDSON

CATALOG FOR THE ACADEMIC YEAR • 2006-07



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**CATALOG OF
ANNOUNCEMENTS
for the
Academic Year 2006–2007**

**Official Record
For the Year 2005–2006**

DAVIDSON

*Published by the Davidson College
Office of College Communications*

Edited by the Office of Academic Affairs

ACADEMIC CALENDAR 2006–2007

Fall Semester 2006

August 17–20	Orientation
August 21	Classes Begin
August 28–September 1	Late drop/add (with \$20 fee—in Reg. Office only)
October 7–10	Fall Break (classes resume October 11)
October 20	Last day to declare Pass/Fail grading choice
October 20–22	Family Weekend
November 22–26	Thanksgiving Break (classes resume November 27)
December 6	Fall Semester Classes End (December 4–6, classes at professor's option)
December 7	Reading Day
December 8 (8:40am)–	Examination Period
December 14 (12:15pm)	(No exams Sunday)

Spring Semester 2007

January 15	Martin Luther King, Jr. Day
January 16	Classes begin
January 22–26	Late drop/add (with \$20 fee)—in Reg. Office only
March 3–11	Semester Break (classes resume March 12)
March 23	Last day to declare Pass/Fail grading choice
April 7–10	Easter Break (classes resume April 11)
May 9	Spring Semester Classes End (May 3–9, classes at professor's option)
May 10	Reading Day
May 11(8:40am)–May 16(12:15pm)	Examination Period, including Sunday afternoon (Seniors must complete exams by Monday, May 14, 5:15 pm)
May 19	Baccalaureate (4:45 pm)
May 20	Commencement (10:00 am)

ACCREDITATION

- Southern Association of Colleges and Schools: Davidson College is accredited in its awarding of baccalaureate degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur GA 30033; Phone: 404-679-4500; Fax: 404-679-4558).
- American Chemical Society

NONDISCRIMINATION POLICY

Davidson College admits qualified students and administers all educational, athletic, financial, and employment activities without discriminating based on race, color, gender,, national origin, religion, age, sexual orientation, or disability unless allowed by law and deemed necessary to the administration of the educational programs. In addition, the college complies with all applicable federal, state, and local laws governing non-discrimination.

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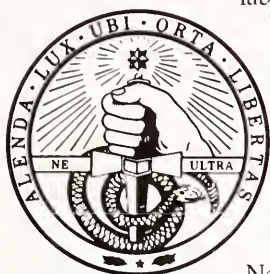
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HISTORY AND STATEMENT OF PURPOSE

HISTORY

"When the peculiar circumstances of a community demand it, and their benevolence will justify it, the establishment of a College having the Bible for its first charter, and the prosperity of the Church and our country for its great design, ought to be regarded as an enterprise of no common grandeur." —*Davidson's first president, Robert Hall Morrison, in his inaugural address, August 2, 1838*

Founded by Concord Presbytery, Davidson College opened as a manual labor institute in 1837. The college's name memorializes General William Lee Davidson, who died at the nearby Revolutionary War battle of Cowan's Ford in 1781. General Davidson's son provided the initial acreage for the campus.



The college seal and the college motto, *Alexandra Lux Ubi Orta Libertas* ("Let Learning Be Cherished Where Liberty Has Arisen"), recall the Mecklenburg Declaration of Independence; both seal and motto resulted from the suggestion of Peter Stuart Ney, an elusive Frenchman believed by some to have been Napoleon's Marshal Ney.

Original academic subjects included moral and natural philosophy, evidences of Christianity, classical languages, logic, and mathematics. Three professors, including Morrison, taught this curriculum to Davidson's sixty-five students.

Although Presbyterian-originated, the college maintained from the beginning its intent to educate students without regard to their denominational affiliation. Students came from a variety of religious and regional backgrounds. By 1860, Davidson alumni lived in twelve states and two foreign countries.

A bequest in 1856 from Maxwell Chambers of Salisbury, North Carolina, provided the college with the means to strengthen its base and expand its influence. The gift of a quarter of a million dollars made the institution, for a time, the richest college south of Princeton and helped the college survive through the Civil War years. It also provided for the construction of a central academic building that was named in honor of the college's first substantial benefactor. The present Chambers Building, which replaced the one burned in 1921, also bears his name.

While the college had a student body of only twenty-four men in 1866, during the post-war recovery period there was a gradual expansion of curriculum, faculty, and students. Newly added academic disciplines included chemistry, English, history, and physics. By 1890 the teaching faculty included its first Ph.D.-holding professors. Increasing growth in enrollment gave the college a student body of over 300 by 1910.

In 1911, the college offered the A.B. and the B.S. degrees, with the former requiring study of Greek and Latin, the latter allowing substitution of a modern foreign language in place of Latin. There were fifteen departments, though majors were not part of the curriculum until the 1920s. A strengthened financial base was augmented by the generosity of the Rockefellers who provided funds for replacing the original Chambers building and by annual support from the Duke Endowment which continues today.

The 1920s and 1930s saw courses in accounting, business, economics, and music added to the curriculum, as well as honors programs and seminars. In 1923, Davidson was selected as the third college in North Carolina to be chartered for a chapter of Phi Beta Kappa. Curricular revisions in the 1960s and 1980s altered the academic calendar and degree requirements, but retained Davidson's emphasis on a broad liberal arts education along with increasing opportunities for specialization, independent academic work, study abroad, and interdisciplinary programs.

First admitting women as degree candidates in 1973, the college has grown to over 1,600 students on campus. The teaching faculty numbers just over 160. Renovations and expansion of campus facilities have supported the college's growth in athletics, the visual arts, the sciences, residential housing, student and community activities, and the performing arts.

Recent academic program changes include the expansion of concentrations and the options for a second major or minor in many departments. Special attention is given to writing across the curriculum and includes small classes designed to help first-year students make the transition to college-level work and writing.

Davidson's underlying philosophy appears in the college's official statement of purpose.

STATEMENT OF PURPOSE

Davidson College is an institution of higher learning established in 1837 by Presbyterians of North Carolina. Since its founding, the ties that bind the college to its Presbyterian heritage, including the historic understanding of Christian faith called The Reformed Tradition, have remained close and strong. The college is committed to continuing this vital relationship.

The primary purpose of Davidson College is to assist students in developing humane instincts and disciplined and creative minds for lives of leadership and service. In fulfilling its purpose, Davidson has chosen to be a liberal arts college, to maintain itself as a residential community of scholars, to emphasize the teaching responsibility of all professors, and to ensure the opportunity for personal relationships between students and teachers. Further, Davidson believes it is vital that all students in every class know and study under mature and scholarly teachers who are able and eager to provide for each of them stimulation, instruction, and guidance.

The Christian tradition to which Davidson remains committed recognizes God as the source of all truth, and believes that Jesus Christ is the revelation of that God, a God bound by no church or creed. The loyalty of the college thus extends beyond the Christian community to the whole of humanity and necessarily includes openness to and respect for the world's various religious traditions. Davidson dedicates itself to the quest for truth and encourages teachers and students to explore the whole of reality, whether physical or spiritual, with unlimited employment of their intellectual powers. At Davidson, faith and reason work together in mutual respect and benefit toward growth in learning, understanding, and wisdom.

As a college that welcomes students, faculty and staff from a variety of nationalities, ethnic groups, and traditions, Davidson values diversity, recognizing the dignity and worth of every person. Therefore, Davidson provides a range of opportunities for worship, civil

debate, and teaching that enrich mind and spirit. Further, Davidson challenges students to engage in service to prepare themselves for lives of growth and giving.

Davidson seeks students of good character and high academic ability, irrespective of economic circumstances, who share its values and show promise for usefulness to society. In the selection of faculty, the college seeks men and women who respect the purpose of the college, who are outstanding intellectually, who have the best training available in their fields of study, and whose interest in students and teaching is unfeigned and profound. The Trustees commit to being faithful stewards of the traditions of the college. They are charged with governing under the Constitution and By-laws and with providing the financial resources necessary for adequate student aid and appropriate facilities and programs, including furnishing the faculty with the time and opportunity for creative scholarship fundamental to the best teaching.

As a liberal arts college, Davidson emphasizes those studies, disciplines, and activities that are mentally, spiritually, and physically liberating. Thus, the college concentrates upon the study of history, literature and languages, philosophy and religion, music, drama and the visual arts, the natural and social sciences, and mathematics. The college encourages student engagement with other cultures through domestic and international studies. The college also requires physical education, provides for competitive athletics, and encourages a variety of social, cultural, and service activities. While Davidson prepares many of its students for graduate and professional study, it intends to teach all students to think clearly, to make relevant and valid judgments, to discriminate among values, and to communicate freely with others in the realm of ideas.

Davidson holds a priceless heritage bequeathed by those who have dedicated their lives and their possessions for its welfare. To it much has been entrusted, and of it much is required.

DAVIDSON'S PRESIDENTS

Robert Hall Morrison (1836–1840)	Luther McKinnon (1885–1888)	Clarence John Pietenpol acting president (1957–1958)
Samuel Williamson (1841–1854)	William Joseph Martin, vice president and acting president (1887–1888)	David Grier Martin (1958–1968)
Drury Lacy (1855–1860)	John Bunyan Shearer (1888–1901)	Frontis Withers Johnston acting president (1968)
John Lycan Kirkpatrick (1860–1866)	Henry Louis Smith (1901–1912)	Samuel Reid Spencer, Jr. (1968–1983)
George Wilson McPhail (1866–1871)	William Joseph Martin (1912–1929)	Frontis Withers Johnston, interim president (1983–1984)
John Rennie Blake chair of the faculty (1871–1877)	Walter Lee Lingle (1929–1941)	John Wells Kuykendall (1984–1997)
Andrew Dousa Hepburn (1877–1885)	John Rood Cunningham (1941–1957)	Robert Fredrick Vagt (1997–)



Davidson College

ADMISSION AND FINANCIAL AID

Davidson is committed to its responsibility as a liberal arts college and seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Davidson seeks to enroll students who will contribute to the life of the college and who have the promise to make good use of their education after graduation. To enroll such students, every application is reviewed with care. Admission to Davidson is highly selective. Decisions are based on many factors, with evaluation in three general areas: (1) academic achievement as indicated by secondary school curriculum, grades and standardized test scores; (2) personal characteristics as evidenced in personal statements and letters of recommendation; and (3) outstanding interests, achievements, and activities, as demonstrated by participation in and contribution to school, community, or religious organizations.

ADMISSION REQUIREMENTS

Applicants must complete secondary school graduation requirements before enrolling at Davidson. Excluding consideration for exceptional circumstances, at least 16 high school units are required, although the student accepted at Davidson usually has taken 20 units. These units should include the following: 4 units of English, 3 units of mathematics, 2 units of the same foreign language, 2 units of science, and 2 units of history/social studies. It is strongly recommended that high school students continue for the third and fourth years in science and in the same foreign language, continue mathematics through calculus, and take additional courses in history.

Candidates considering Davidson should take at least five academic subjects each year in secondary school, unless the school curriculum is structured around four. It is important that a challenging academic program be taken each year, but especially in the junior and senior years.

All applicants are required to take the SAT of the College Entrance Examination Board or the ACT of the American College Testing Program and to have an official score report sent to Davidson. Registration for either test should be completed at least five weeks before the date on which the test is scheduled. Tests may be taken on any of the following test dates:

SAT Test Dates

October 14, 2006	SAT and Subject Tests
November 4, 2006	SAT and Subject Tests
December 2, 2006	SAT and Subject Tests
January 27, 2007	SAT and Subject Tests
March 10, 2007	SAT only
May 5, 2007	SAT and Subject Tests
June 2, 2007	SAT and Subject Tests

ACT Test Dates

September 16, 2006
October 28, 2006
December 9, 2006
February 10, 2007
April 14, 2007
June 9, 2007

*On certain dates, the ACT is offered only in select testing locations. Please consult <http://www.actstudent.org/> to confirm the dates and times of ACT offerings in specific areas.

It is recommended that juniors take the SAT or the ACT no later than the end of the junior year. This is especially important for those interested in applying under an Early Decision plan. Those interested in the Regular Plan must take the test no later than December of the senior year.

It is strongly recommended, but not required, that applicants submitting the SAT also take two subject tests of the College Board not later than the December test date of the senior year. A mathematics test is particularly encouraged. Subject tests in areas which will not be continued in the senior year should be taken in the spring of the junior year.

HOW TO APPLY

Students should notify the Office of Admission and Financial Aid as soon as they become interested in Davidson College. General information about the college will be sent at that time, followed by the preliminary application for admission.

The preliminary application should be completed and returned to the Admission Office with a \$50 nonrefundable application fee. All applicants will then receive application essay questions, a transcript form, and recommendation forms. When all forms are completed and returned, and the results of the SAT or ACT and SAT Subject Tests are received, the applicant will be notified that the application is complete. All admission decisions will be available on the Admission web site and sent by letter.

Davidson College subscribes to **The Common Application**, a copy of which may be obtained from the High School Guidance Office. A student who intends to use The Common Application should call the Admission Office (1-800-768-0380) to request our Common Application Supplement or acquire forms from our Web site. A Common Application to Davidson is not complete without the Supplement.

All forms required to complete an application can be found at www.davidson.edu in the Admission section. Students may submit an application by mail or online.

Application deadline dates may vary from year to year. To determine the exact application deadline, please consult either a current copy of the Application for Admission or call the Office of Admission and Financial Aid at 1-800-768-0380. Current admission information may also be obtained from www.davidson.edu.

The **Early Decision Plan** is binding and is for applicants who are certain they want to attend Davidson College. Early decision applications will be accepted, denied, or deferred into the Regular Decision Plan pool of applicants. Those candidates who are deferred will be re-evaluated during the Regular Decision selection process. To apply through the Early Decision Plan, the student should:

1. Take the SAT or the ACT in the junior year and have the results sent to Davidson by the appropriate testing agency.
2. Complete all application requirements by the stated deadlines.
3. Submit the *Early Decision Candidate's Agreement*, which states that Davidson is definitely his/her first choice; and that if accepted, he/she will enroll and withdraw all applications pending elsewhere.

For those applying under the **Regular Decision Plan**, letters informing applicants of the decision on their applications will be mailed or posted to the eeb site prior to April 1. Applicants who are accepted under the Regular Plan are required to make a nonrefundable enrollment deposit by May 1.

DEFERRED ADMISSION

An admitted first-year student may, with the permission of the Dean of Admission, defer matriculation for one year without reapplying to Davidson. The student must first confirm his or her intent to enroll at Davidson by submitting the Candidate's Reply Form and the required \$300 enrollment deposit by May 1. A written request for deferral must also be submitted, preferably along with the enrollment deposit, but no later than June 1. The letter should state in detail what the student will be doing in the interim year. If the deferral request is approved, the student must return the signed deferral contract, coupled with an additional non-refundable deposit in the amount of \$1200.

CAMPUS VISITS

While not required, a campus visit is strongly encouraged. Evaluative interviews are not used as a part of the selection process. Group and individual information sessions are conducted by an admission officer or a senior admission fellow. The format of the session may be a group setting or an individual conversation; neither is evaluative. Visitors may plan to spend a number of hours on campus attending classes (Monday through Friday), meeting students and faculty members, and taking a campus tour. A limited number of overnight accommodations are available in the Guest House on campus. For reservations call 1-704-894-2127.

The Office of Admission and Financial Aid is open all year and appointments should be made on our web site or by telephoning 1-704-894-2230 at least two weeks before the proposed visit. The TDD Relay Service available is 1-800-735-2962. Campus tours and information sessions are scheduled daily and available on Saturdays during peak visitation periods (spring and fall). Please call the Admission Office or visit the web site to confirm the time and date. Detailed visit information is available at www.davidson.edu.

CREDIT EARNED PRIOR TO ENTERING DAVIDSON

First-year students may transfer a maximum of four credits from courses taken prior to entering Davidson. The maximum includes credits from AP, IB, joint enrollment, and summer school courses taken between high school graduation and college entrance.

Advanced Placement

Students who have completed college-level work in secondary school and wish to apply for placement or credit at Davidson should take the appropriate examinations offered by the Advanced Placement Program of the College Entrance Examination Board. Interested students whose schools do not administer the examinations should arrange to take them at another school. For further information, call the Advanced Placement Program (AP) at 1-609-771-7300 or consult the AP web page at <http://www.collegeboard.com/ap/students/index.html>. See the Registrar's web page on the Davidson College site (www.davidson.edu) or specific examinations, scores, and course equivalents.

Academic credit will normally be granted for a score of 4 or 5, for a maximum of four course credits. Davidson does not award sophomore class standing for AP, IB, or joint enrollment credit.

International Baccalaureate Degree Credit

Davidson College recognizes the International Baccalaureate Program Examinations for admission purposes and placement. Placement decisions are made by the Registrar in consultation with the appropriate department chair.

Davidson College will normally offer one course credit to entering students for each Higher Level Examination of the International Baccalaureate Degree passed with a grade of 6 or 7, up to a maximum of four courses. See the Registrar's Web page on the Davidson College site for specific examinations, scores, and course equivalents.

Joint Enrollment

Students may receive credit for a maximum of two courses taken in joint enrollment programs if the courses are equivalent courses and meet all transfer requirements and if they are not used for admission to Davidson College. Transfer evaluation of college courses taken prior to graduation from high school requires:

1. An official transcript from the college or university attended;
2. An official letter from the college or university confirming that the courses were:
 - a. taught on its campus;
 - b. taught by a regular member of its faculty;
 - c. taken in competition with degree candidates of that institution who constitute a majority in those courses; and
 - d. a regular part of the curriculum of the institution.
3. An official letter from the high school principal or guidance counselor confirming that the courses were not used to satisfy high school graduation requirements.

Each joint enrollment program is evaluated on an individual basis after matriculation. The responsibility for having the above documentation sent to the Registrar's Office lies with the student.

TRANSFERRING TO DAVIDSON

Students interested in transferring to Davidson should complete the requirements for admission listed above and submit a complete college transcript and a statement of honorable withdrawal from the college(s) previously attended.

Davidson accepts transfer credit from other colleges and universities approved by a regional accrediting agency, provided each transferred course is consistent with the academic objectives of the college and the grade earned in the transferred course is comparable to a Davidson grade of "C-" or better. Credit for one full academic year at another college or university is normally transferred to Davidson as eight courses. The Registrar determines the amount of credit that may be transferred to Davidson.

Davidson will accept a maximum of 16 transfer courses toward graduation. The maximum number of transfer courses accepted for the major is determined by the major department.

NON-TRADITIONAL APPLICANTS

Non-traditional applicants such as home-schooled students or those seeking early admission to college should contact the Office of Admission prior to submitting an application. Non-traditional applicants should anticipate additional application

requirements such as subject level testing in 3-5 areas (SAT) and/or an evaluative on-campus interview with the Dean of Admission and the Dean of Students.

INTERNATIONAL STUDENT ADMISSION

An increasing number of students from abroad are recognizing the value of a liberal arts education as a means of obtaining first-rate preparation for professional careers or graduate study. Davidson welcomes the presence of such talented international students as a vital part of the campus community. The college's goal is to help pave the way for that highly select group of individuals who will achieve prominence in a variety of fields—medicine, business, law, technology, the arts, and education.

Prior to enrollment at Davidson, an international applicant should have completed a program of study at the secondary school level expected of a student preparing for university entrance in his/her own country. All applicants must take the SAT available through the College Entrance Examination Board. Non-native English speakers must provide evidence of fluency in English through recommendations, writing samples, and successful performance on the Test of English as a Foreign Language (TOEFL), also available through the College Board. The College Board number for Davidson College is 5150. Results for the SAT and the TOEFL must be sent directly to Davidson by the testing agency.

Davidson welcomes applications from international students wishing to pursue a four-year undergraduate degree; however, the college is not able to offer substantial financial assistance to students who are not U.S. citizens or permanent residents of the U.S. If a student's personal financial situation is such that more than nominal assistance is required, he/she must be aware that competition for the available funds is keen; it is advised that the student file additional applications to other colleges. International students applying for aid must submit the Foreign Financial Aid Form provided with the admission application material.

STUDENT FINANCIAL ASSISTANCE AND SCHOLARSHIPS

Early decision or regular decision admission to Davidson is offered without regard to financial circumstances except in the case of international students. In 2006-07 Davidson students will receive over \$17 million in financial assistance from college sources. These funds are combined with grants, loans, and employment funds from federal, state, and other outside sources to form aid "packages" for Davidson students. While most financial aid is designated for students with demonstrated financial need, Davidson sets aside significant funds for merit-based scholarships. Students receiving need-based packages are eligible for merit-based aid.

Prospective students who wish to be considered for need-based financial aid must complete the CSS/Financial Aid PROFILE and the Free Application for Federal Student Aid (FAFSA). Both forms should be completed online.

Financial Aid Policy

Davidson maintains a strong financial aid program to assist students whose families may not be able to finance the entire cost of a Davidson education. Determination of a student's financial need begins with the assumption that the parents and student have the primary responsibility to meet education costs to the extent they are able. Once need is established, Davidson makes every effort to help families meet college expenses through a combination

of federal and state programs and Davidson's own financial aid funds.

Merit-based scholarships are offered to a small number of entering students. These awards are made without regard to financial need and are intended to recognize outstanding accomplishments and exceptional potential for future contributions to society.

Satisfactory Academic Progress Standards

In order to receive any grant, loan, or work assistance, a student must maintain satisfactory academic progress in the course of study he/she is pursuing at Davidson College. Students who fail to maintain satisfactory academic progress do not receive the following types of financial aid: Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; Federal Work-Study; Federal Perkins Loan; Federal Stafford Loan; Federal PLUS loan; North Carolina Student Incentive Grant; North Carolina State Contractual Scholarship Fund; or Davidson College scholarships, grants, loans, or employment.

Satisfactory academic progress is reviewed annually prior to the beginning of each academic year. Because the definition of satisfactory academic progress for financial aid purposes parallels the definition of "good standing" as defined by the faculty, a continuing student who is deemed to be in good academic standing also will meet the standards of academic progress for financial aid. First-year students, all of whom are required to meet rigorous admission criteria, are presumed to be in good standing throughout their first year provided they carry at least a half-time course load. Satisfactory progress for these students is assessed at the end of their first year.

Need-based grant support is available for a maximum of eight semesters (pro-rated for transfer students). A student may not receive Federal Title IV assistance for more than twelve semesters.

In cases where a student may be allowed to continue at Davidson even though academic standards have not been met, financial aid may be offered on a probationary basis for one semester if mitigating circumstances so warrant. If standards of progress are not met at the end of that semester, financial aid eligibility is lost until the student regains good standing.

Written notice is given to all students whose financial aid eligibility is rescinded for lack of academic progress. Students may appeal such decisions by writing the Senior Associate Dean of Admission and Financial Aid. Appeals should include an explanation of why satisfactory progress was not maintained; any additional reasons why financial aid should not be withheld; and supporting documentation from the Dean of Students and/or the College Registrar.

After financial aid has been withdrawn for failure to maintain satisfactory academic progress, students may re-establish eligibility by improving their grade point average and grade point totals at their own expense. Approved classes may be taken during summer sessions as well as the academic year. Students wishing to regain financial aid eligibility also must be re-admitted to the college by the Executive Committee of the Faculty and make proper application to the Financial Aid Office for reinstatement of their financial aid eligibility.

Honors, Awards, and Scholarships

A limited number of first-year students are awarded merit-based scholarships. Selection criteria generally are based on scholastic promise, ability, character, leadership, and promise

of contribution to society, as evaluated in the application for admission by the admission staff and the Faculty Committee on Admission and Financial Aid. In the case of area or talent specific scholarships, selection also may be based on the outcome of an audition, interview, portfolio review, or writing sample. **Scholarship specific application deadlines may apply.** Please refer to the admission application for details.

General Scholarship Awards

Every admitted student is considered for general scholarships. Selection is made by the scholarship coordinator and the admission staff on the basis of the strength of the candidate's application for admission. Scholarships can be renewed throughout the recipients' upper-class years, provided grade point average and progress toward degree requirements are met. *No separate scholarship application is required for these awards.*

Special Competition Scholarships

Each admitted student is considered for the scholarships described below. *No separate scholarship application initiated by the student is required.* Nominees are selected by the Davidson College admission staff, the Dean of Admission and Financial Aid, and the scholarship coordinator. Finalists will be required to participate in a scholarship interview. The scholarships are renewable, providing the recipients meet grade point average requirements, make standard progress toward their degrees, and are significantly involved in the life of the college community.

Thompson S. and Sarah S. Baker Scholarships: These scholarships, valued annually at the level of comprehensive fees, were established by this Class of 1926 alumnus whose prominence at Davidson foreshadowed his later civic and business leadership, and by his wife. They are offered to first-year students whose accomplishments, purposefulness, service, and maturity mark them as capable of the highest achievement.

John Montgomery Belk Scholarships: These scholarships were established by John Montgomery Belk, a member of the Class of 1943, whose career has been marked by extraordinary leadership and service in business, civic affairs, and the church. They are for students whose leadership in academics, student government, athletics, or service distinguishes them as capable of the highest achievement; and are valued annually at the level of the college's comprehensive fees.

Lowell L. Bryan Scholarships: Two \$25,000 scholarships are offered to first-year students who have the capacity and ability to contribute in a superlative manner to their sport and to the academic and co-curricular life at Davidson. The scholarships were established by Lowell L. Bryan, Class of 1968.

Erwin Scholarship: This tuition award (not to include fees) is offered to a first-year student on the basis of leadership, academic excellence, and integrity. The scholarship was established by Goudyloch Erwin Dyer and her husband, Robert C. Dyer, in memory of her brothers, George Phifer Erwin and Edward Jones Erwin, Jr.; her father, Davidson professor of English Edward Jones Erwin; and her grandfather, George Phifer Erwin. (Not awarded every year.)

Missy and John Kuykendall Scholarships: Three awards are offered annually in each first-year class. Established by the college family in honor of Davidson's fifteenth president, John Kuykendall and his wife Missy, the Kuykendall Scholarships are for students who, through their habits of mind, leadership, and character, offer the potential to provide the college

community the kind of servant leadership that characterized the thirteen-year presidency (1984–1997) of John Kuykendall, Davidson Class of 1959. Scholars are chosen for their personal character, academic accomplishments, generosity, thoughtful leadership, humane interests, and sense of kindness. The scholarships are valued at \$10,000 each.

Amos Norris Scholarship: This full cost award has been created by Robert Norris, Davidson Class of 1972, in honor of his father, Amos Norris. The award is offered to an outstanding first-year student athlete with integrity, a strong work ethic, and excellent leadership qualities. Nominees are identified by the Dean of Admission and Financial Aid and the Director of Athletics. (Not awarded every year.)

John I. Smith Scholars Program: These two full-tuition awards, established by the John I. Smith Charities, Inc. of Greenville, S.C., in honor and memory of College Trustee John I. Smith, Davidson Class of 1924, are offered annually to first-year students on the basis of leadership, academic excellence, and a commitment to community service.

William Holt Terry Scholarships: These two full-tuition awards, created to honor Dean Terry (Davidson Class of 1954 and Dean of Students for 23 years), are offered annually to first-year students who have demonstrated exemplary leadership skills and personal qualities through student government, athletics, service, or other activities.

Special Application Scholarships

These scholarships are defined with specific reference to particular areas of study or talent and **require a separate application for consideration**. Detailed information is included in each student's admission application materials.

Special application scholarships can be renewed throughout the recipients' upper-class years at the college, provided grade point average and progress toward degree requirements are met. Any additional renewal requirements are listed in the scholarships' descriptions.

Rupert T. Barber Scholarship: One \$2000 award will be to a student who demonstrates exceptional talent and passion for theatre upon entering Davidson College. The award is renewable for four years of study at Davidson, based on grade point requirements and active involvement in the theatre program throughout all four years of attendance.

Romare Howard Bearden Scholarship: This \$10,000 award is offered to a student with exceptional ability and promise as a studio artist. Preference is given to African-American students. The recipient must declare a major in art (either studio or history) to retain the award for all four years. (Not awarded every year.)

Patricia Cornwell Scholarships in Writing: This \$20,000 award was established by Patricia Cornwell, award-winning novelist and member of the Class of 1979. Offered to two first-year students, the Cornwell Scholarship recognizes students with exceptional ability and promise in writing. Cornwell Scholars may be creative writers of poetry or fiction, drama or film; writers who combine creativity with a knowledge of science or technology; journalists; or other writers who demonstrate extraordinary talent. Cornwell Scholars are expected to be actively involved in the writing community.

Julius Dobson Neely and Joseph Dobson Scholarship: This \$5,000 award is offered to one student in each first-year class who expresses an interest in Latin as a major field of study and who has shown significant experience and success in the field.

First Union Teaching Scholarship: This award is offered annually to exceptional first-year students interested in pursuing a career in teaching. The number and size of awards will vary.

Music Scholarships: The music department offers many scholarships, which are provided through the Vail Family, Donald B. Plott, Zachary F. Long, Jr., J. Estes Millner, and James C. Harper Endowments. The scholarships are awarded on the basis of auditions which are held on specific weekends during the year. The scholarships are renewable subject to annual evaluation. In addition, music majors are eligible to apply for grants to study away from campus.

Pepper Visual Arts Scholarship: One \$5,000 award is given each year to a first-year student. Selection is based upon the Art Department's review of slides and/or photographs of the applicant's portfolio. The scholarship is renewable on the basis of satisfactory academic progress and active involvement in studio art.

W. Olin Puckett Scholarship: One \$10,000 award is offered in each first-year class to a student leader with academic distinction who is preparing for a career in medicine or the sciences.

Dr. and Mrs. Thomas F. Staley Scholarship: One \$5,000 award is offered each year to a first-year student interested in pursuing a career in the ministry.

Williams Challenge Scholarship: One \$10,000 scholarship is available annually to a first-year student as a challenge to consider the ministry or other church-related vocations. An additional \$2,000 annually helps support an internship or conference attendance.

National Merit Scholarships

Three awards are offered annually to first-year students selected from among those who have been identified as National Merit finalists and who have designated Davidson as their first choice college. In compliance with National Merit directives, the size of the award is linked to established financial need: the minimum award is \$750; the maximum award is \$2,000.

International Scholarships

A limited number of students who are nationals of countries other than the United States receive financial assistance each year. These funds vary in amount and are based on a combination of need and merit. The International Student Financial Aid Application of the College Scholarship Service should be submitted to the Office of Admission and Financial Aid along with Davidson's application for admission.

Children of Presbyterian Ministers

Davidson College, in recognition of its long and significant relationship with the Presbyterian Church (U.S.A.), ensures that all Davidson students who are children of ordained Presbyterian (U.S.A.) ministers will receive at least \$1,000 in renewable, annual grants from Davidson College. Students not receiving this amount through other merit-based or need-based grants are funded through the John Richards Hay and Sara Craig Hay Scholarship Program.

The Julian and Robert Lake Scholarship is a \$15,000 merit-based scholarship awarded to a member of each first-year class who is the child of a minister in the Presbyterian Church (U.S.A.). Selection is made by the Dean of Admission and Financial Aid and the scholarship coordinator based upon the student's application for admission.

Outside Resources

In addition to awards controlled by the college, students at Davidson receive funds from a variety of external sources, including the National Merit Scholarship Corporation, the Presbyterian Church (U.S.A.), and many others. Information about locating and applying for such assistance may be obtained from high school counselors or the Office of Admission and Financial Aid.

Army ROTC Scholarships: Awarded on merit, not need, to both men and women. Army scholarships pay up to full tuition, a book stipend each semester, and a personal expense allowance of up to \$500 a month, depending on the cadet's class status, for up to ten months per school year. Two- and three-year scholarships are available to enrolled Davidson students. Students interested in the two-, three-, or four-year scholarships may obtain an application by contacting the Davidson College Department of Military Studies.

A Davidson student also has access to other military programs, including the Navy and the Air Force with financial assistance being possible as a result of participation in a program. Registration for the Air Force program at UNC Charlotte is possible following the Charlotte Area Educational Consortium (CAEC) cross-registration procedures.

Federal and State Grant Programs

Federal Pell Grants: Pell Grants provided by the federal government are a form of gift aid based on a federal need-analysis formula. They ranged in value up to \$4,050 for 2005–06. Information is available in high school guidance offices, college financial aid offices, and from the U.S. Department of Education.

Federal Supplemental Educational Opportunity Grants: These federal grants of up to \$4,000 per year are available to students who demonstrate high financial need according to Davidson's analysis of the FAFSA and the PROFILE.

North Carolina Legislative Tuition Grants: The State Legislature of North Carolina provides a tuition reduction grant each academic year to all full-time undergraduate students who are legal residents of North Carolina attending private institutions in the state. In 2005-06 this grant was \$1,800.

North Carolina State Contractual Scholarship Fund: These grants of up to \$5,000 per year are available to residents of North Carolina who demonstrate financial need according to Davidson's analysis of the FAFSA and the PROFILE.

North Carolina Student Incentive Grants: Grants of up to \$1,500 per year are made by the State of North Carolina to residents who demonstrate high financial need according to the State's analysis of the FAFSA.

Other State Programs: Students who do not live in North Carolina should ask their guidance counselors about possible funding from their own states.

Student Loans

Federal Perkins Loans: The availability of these federal loan funds varies as appropriations and repayments fluctuate. Perkins Loans are made to students as part of a need-based financial aid package. Loans may be made up to \$4,000 for each year of college and a maximum of \$20,000 total for undergraduate study under the Perkins program. No interest is charged while the student is enrolled at Davidson. Repayment begins nine months after graduation and may extend over a ten-year period. Minimum repayment is \$30 per month.

During the repayment period, five percent interest is charged on the unpaid balance of the principal of the loan.

Federal Stafford Loans: Through this federal program, participating banks and other lenders make loans of up to \$2,625 for the first year of an undergraduate program, \$3,500 for the second year, and \$5,500 per year for the third and fourth years of undergraduate study. (These were the loan limits in 2005-06.) Additional information is available from the Office of Admission and Financial Aid.

Federal PLUS Loans: Through this federally guaranteed loan program, parents may borrow up to the cost of attendance minus other aid. The variable interest rate is adjusted annually. Monthly repayment begins within 60 days of disbursement. Applications and more information are available in Davidson's Financial Aid Office.

Other Loan Programs: Students may wish to pursue loans through the GATE Student Loan or through other alternative loan sources. Information about these loan programs is available from the Office of Admission and Financial Aid.

Employment

More than 400 Davidson students have on-campus jobs awarded as part of the need-based financial aid package. Assignment to a specific job is made by the Office of Admission and Financial Aid. Entering students usually are able to work ten to twelve hours a week without handicap to their academic work. Funding is available through the Federal Work-Study Program and from Davidson College. A portion of federal work-study funds is earmarked for students employed in community service activities. Campus work opportunities for students who may not have financial aid eligibility are available in several departments. Students are urged to contact departments directly. Off-campus employment opportunities may be explored through various college publications.

Student employees are paid monthly by direct deposit on the 15th of the month following the pay period.

TUITION AND FEES

During the summer preceding the academic year, each student receives a complete bill for tuition and fees. Scholarship and grant awards from Davidson College, loans for which the parent or student have applied, and federal and state sources are noted on college bills. Outside awards, campus jobs, and loans which have been offered but have not been applied for are not shown as credits. Advance payment by mail is required, as it is easier for both the student and the college.

The fees for the 2006-2007 academic year are as follows:

Required Student Charges (tuition,	
student activity fee)	\$30,194
Room (double)	4,536
Meals (full board)	4,054
	\$38,784

Fees are payable in two installments (August 11 and December 22). Please note that Davidson College does not accept credit card payments for tuition, room, meal plans, and fees. An orientation fee for new students (\$100 for first-year students and transfers) is included in the fall semester billing. Other fees may also be required. See "*Additional fees.*"

A student who is unable to pay fees in full by the installment due date must contact the Business Services Office prior to that date. No student will be allowed to return for any semester if his/her account is not paid in full or if arrangements to use the college approved payment plan have not been made prior to the due date. There is a \$25 penalty charge for late payment. Interest charges at 18 percent per annum are also assessed on late payments.

In order to graduate and receive a diploma, all financial obligations to Davidson College must be paid in full. Furthermore, no official transcripts will be released until a student has met all financial obligations to the college.

Students who enter at the beginning of the spring semester will be billed one-half of the required student charges, room, and meal fees listed above.

After the tenth day of classes, no refunds on tuition or room rent will be made. Fees paid in advance for subsequent semesters for which a student does not register will be refunded in full, subject to the notification deadlines specified in the "Academic and Personal Leave" policy that follows. Fees for meals are refunded on a pro-rata basis determined by the week of withdrawal.

The usual fees include:

1. **Room:** Rent is \$4,536 for double occupancy. Singles and suites cost \$5,477. Martin Court Apartments, Townhomes, and Houses are \$5,675. All students are required to live on campus for their entire college career unless officially excused by the Director of Residence Life.
2. **Meals:** A full board plan based on 19 meals per week is required for all first-year students during the fall semester. The second semester, first-year students may choose from the 19-meal plan or an identically priced 16-meal plan. The 16-meal plan provides additional food points (Bonus Bucks) to be used in any of the campus food locations (Commons, Union Café, Wildcat Den, and vending machines). Upper-class students may choose from a variety of meal plan options each semester. The college does not provide meals during semester or holiday recess periods. Meal plans may be changed without penalty during the first week of classes. After that time, a student incurs a 15 percent charge when changing to a lower meal plan or canceling a meal plan altogether.
3. **Medical Care:** Routine medical care (not full health service) is available at the Student Health Facility. Routine medical care (not full health service) is available at the Student Health Facility. The college contracts with a nearby medical group for provision of part-time medical services at the Student Health Facility. Male and female physicians rotate scheduled appointments during "sick call" on weekday afternoons. They also provide after-hours emergency consultation to our nurses.

The college's professional staff of registered nurses (RNs) are on duty at the Student Health Facility on weekdays from 7:30 a.m. until 9:30 p.m. Overnights and weekends, an on-call nurse is accessible to students by pager (704-337-7047) to assess the need for immediate face-to-face evaluation, regular sick call assessment, or referral to a local hospital emergency room. Outpatient services provided at the Student Health Facility are free of charge, with the exception of laboratory tests, medical supplies, and medications costing more than \$10. Students are also financially responsible for any additional medical services, such as X-rays, performed at other medical facilities. When observational or recuperative needs of an ill student render residence hall housing inadequate, the Student Health Facility has the capacity to accommodate overnight/weekend inpatient ("infirmary") students. For this, there is a comprehensive charge of \$25 per day, which covers meals, routine medications, bandages, and other supplies. All Student Health Facility charges are billed directly to the student's college account.

4. **Laundry:** The college laundry furnishes bed linens to students and provides wash, dry, and fold services of everyday laundry. Washing and pressing of shirts and blouses is included in this service. Students who fail to return their bed linens directly to the front counter at year's end will be charged replacement cost. Dry cleaning, pressing, alterations and the laundering of large pieces (sleeping bags, blankets, quilts, etc.) are available at competitive prices.
5. **Mail:** Students are provided a mail box at the Davidson College Post Office.
6. **Activity fee:** The fee is for student publications, student government, and social and cultural activities.

Additional fees include:

1. **Applied music fee:** The hour-per-week applied instruction for majors in the Department of Music is covered in the usual fee, but there are separate charges for additional instruction or for private lessons for those who are not music majors. Fees per semester for individual instruction in voice, piano, organ, or orchestral instruments are: one-hour lesson per week \$600 and one half-hour lesson per week \$340. Charges are \$20 per semester for use of practice facilities.
2. **Student accident and sickness insurance:** All students attending Davidson are automatically enrolled in the insurance plan. The \$370 fee is charged to each student's account. Students covered by comparable insurance may be exempted from the student insurance program by submitting a signed waiver request form on or before August 11th.
3. **Enrollment deposit:** All students are required to make a \$300 deposit prior to enrollment. This deposit is maintained on account during the student's enrollment, and is refunded, net of fees and fines, following graduation. A student must maintain the \$300 enrollment deposit in order to be granted on-leave status.
4. **Study abroad administrative fee:** A student studying abroad on a non-Davidson program for a semester or year is charged a non-refundable \$350 administrative fee. This amount is billed to the student's account when the completed "leave" request form is submitted to the Registrar.
5. **Transcripts:** There is a fee of \$3 for each transcript. An additional fee will be assessed if special (express) mailing is required.
6. **Vehicle registration:** A fee of \$50.00 will be charged to register each vehicle kept on campus.
7. **Miscellaneous fees:** Students pay fees for late registration, late drop/add, library fines, damaged property, parking fines, lost post office keys, etc., when incurred. A penalty of \$20 will be charged on all returned checks.

Academic and Personal Leave

A student who wishes to take academic or personal leave from Davidson College may do so upon approval from the Registrar and Dean of Students. Guidelines are available from the Registrar. After March 15, a penalty of \$250 is charged if a student receives approval for academic or personal leave beginning the following fall semester. A \$500 penalty applies after June 15. In like manner, a penalty of \$250 is charged if a student notifies the Registrar after November 1 that he or she does not intend to enroll for the spring semester, and a \$500 penalty applies after January 1.

A student studying abroad on a non-Davidson program must pay the non-refundable \$350 administrative fee. (See 4 in Additional Fees above.) A student must pay his or her account in full and maintain the \$300 enrollment deposit in order to be granted on-leave status.

Withdrawal

A student is charged \$250 if the student notifies the Dean of Students after March 15 that he or she plans to withdraw from the college. After June 15, the charge is \$500. If during the fall semester a student notifies the Dean of Students after November 1 of his or her intention to withdraw from the college there is a \$250 charge. After January 1, the charge is \$500.

In order to receive a refund of the \$300 enrollment deposit, a student's account balance must be paid in full.

REFUND POLICY

Davidson's policy is to refund 100 percent of tuition or room rent if a student withdraws before the tenth day of classes. Otherwise, no refund of tuition or room rent is made. Fees for meals are refunded on a pro-rata basis as determined by the date of withdrawal.

The college offers tuition-refund insurance through AWG Dewar, Inc. Detailed information may be obtained by calling 617-774-1555.

Return of Title IV Funds

In accordance with federal law, if a student who is a recipient of Title IV grant and/or loan funds (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan) withdraws during a payment period, Davidson College must determine the amount of Title IV funds the student has earned. That amount is determined by a formula established by federal law.

If a student has received less Title IV funds than the student has earned, the student may receive the additional earned funds. If the student has received more assistance than he or she earned, the excess funds must be returned.

If the student withdraws before completing 60 percent of the payment period, the amount of assistance that a student has earned is determined on a pro-rata basis. For example, if a student completes 30 percent of the payment period, the student has earned 30 percent of the assistance he or she originally was scheduled to receive. Once a student completes more than 60 percent of the payment period, the student has earned all of the assistance.

If a student has received excess funds, Davidson College must return a portion of those funds equal to the lesser of (1) the institutional charges multiplied by the unearned percentage of the student's funds, or (2) the entire amount of the excess funds. After Davidson has allocated the funds for which it is responsible, the student must return the remaining amount.

Unearned Title IV funds returned by the institution and/or student must be returned in the following order: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS loans received on behalf of the student, Federal Pell Grants, Federal Supplemental Educational Opportunity grants, other grant or loan assistance authorized by Title IV.

Detailed rules and laws related to these calculations are available upon request from the Office of Admission and Financial Aid.

Credit Balances

A student generally may receive a distribution of a credit balance from his/her account only once during each semester. After the conclusion of the late drop/add period, a student may request a refund in the Business Services Office. Normally, refunds are issued within two weeks of the request date. However, no funds will be issued until the student has an actual balance on his/her account. Refunds for Federal Title IV recipients are made in accordance with the refund policy specified by the U.S. Department of Education.

GENERAL STUDENT ACCOUNT INFORMATION

Books: Books and other supplies are available at the Davidson College Bookstore. Purchases may be made with cash, check, gift card, travelers check, VISA, or MasterCard, or through the CatCard Services Office declining balance charge system. The cost of books varies with the course of study and ranges from \$900 – \$1,000 per year.

CatCard: The ‘CatCard’ is an all-purpose identification card that can be utilized throughout campus. A magnetic stripe on the CatCard provides access to the residence halls, the Library, Baker Sports Complex (recreation and spectator uses), and several academic buildings. The CatCard also holds meal plan information and declining balance funds. Students and parents may deposit money at the CatCard Services Office (or via phone with a credit card) into a declining balance account that allows students to make purchases without using cash at all on-campus dining and retail locations and in some vending areas. It may be used at the College Union for purchases ranging from concert tickets to video rentals. The CatCard is also accepted by a limited number of local restaurants.

Lost or damaged cards are replaced for a fee at the CatCard Services Office in the lower level of Belk Residence Hall during regular business hours Monday–Friday.

Deferred Payments: Davidson College collects fees in two installments, but it recognizes the need, or preference, of many parents to pay on a monthly basis. Educational Computer Systems, Inc. (ECSI) is the college’s approved payment plan company. Information may be obtained at www.ecsi.net or by calling 1-888-549-3274.

Fire or theft: The college assumes no responsibility for damages or loss of personal property due to fire, theft, or other casualties. The student’s personal or family property and casualty insurance will normally provide limited coverage for such a loss.

Insurance: All currently enrolled students are required to purchase student health insurance or provide a written waiver verifying adequate coverage by August 11.

Upcharge fee: \$10 is taken from the first deposit of each school year. Because federal and state banking regulations govern card transactions, students or parents may withdraw funds from the declining balance account for only two reasons:

1. Graduation or withdrawal of student from Davidson College.
2. Year end refunds (requested during the last 15 days of the academic year).



CAMPUS LIFE

The "Davidson Experience" is not confined to the classroom. The college offers students a broad environment in which to develop socially, physically, intellectually, and spiritually.

THE HONOR CODE AND THE CODE OF RESPONSIBILITY

As students and alumni proudly attest, the honor system at Davidson is the touchstone of the college life, creating an atmosphere of trust in the college community. In addition to faculty and administration support, the students believe in this system, defend it, and shoulder the responsibility for its implementation. Evidences that the system actually works are the open stacks and unguarded doors of the library, the absence of proctors during tests, the self-scheduled final examinations, and the sense that a person's word is his or her bond.

The **Honor Code** is very simply stated:

"Every student shall be honor bound to refrain from cheating (including plagiarism). Every student shall be honor bound to refrain from stealing. Every student shall be honor bound from lying about official college business. Every student shall be honor bound to report immediately all violations of the Honor System which come under his or her observation; failure to do so shall be a violation of the Honor System. Every student found guilty of a violation shall ordinarily be dismissed from the college for a period."

Entering students sign a pledge that they will live under the system, which includes the condition that they will report an observed violation. A student who does lie, cheat, or steal is tried under the Code of Disciplinary Procedures. Students who admit guilt or who are found guilty by the Honor Council are ordinarily suspended from the college.

The **Code of Responsibility** is the basis of daily life at Davidson and attempts to foster an atmosphere of good conduct by emphasizing "the responsible use of freedom, as opposed to license." Students who violate the rights of others are subject to sanctions as applied under the Code of Disciplinary Procedures.

The college community believes that these two codes, the **Honor Code** and the **Code of Responsibility** are an integral part of the educational experience, helping students to develop an honorable, responsible lifestyle. The codes produce an atmosphere of trust and freedom rarely found among American colleges. They form the cornerstone of this community.

RESIDENCE LIFE

As a four-year residential college community, Davidson houses approximately 90 percent of its student body. Students grow emotionally, spiritually, and intellectually in residence hall settings. Daily interaction of students within the residence halls has helped

to build campus traditions unique to Davidson.

The Residence Life staff assigns first-year roommates and rooms with special attention to the learning and leadership styles of each student, as well as family and educational background. All first-year students are required to live on a first-year hall with about thirty classmates for the entire year. Single rooms are not available to first-year students. Two upperclass hall counselors live on each first-year hall and work closely with residents easing their transition into campus life. This is an exciting and challenging period for students, highlighted by hall rivalries, social activities, intramural sports, and community service projects. During this time, first-year students learn the difficulties and rewards of communal living and develop a sensitive appreciation of people with different backgrounds and needs. Close friendships which are established during this year regularly continue throughout a student's Davidson years.

Each spring upperclass students participate in a lottery process to select rooms from among eleven traditional residence halls and six apartment-style residence halls. Most students participate in the lottery in pairs, as most rooms are designed for double occupancy. There are a limited number of single rooms from which to choose. All residence halls are equipped with lounges, some have kitchen facilities, and all are air conditioned. Each apartment contains a living room, kitchen, and four or five single bedrooms. The college provides each student with a bed, mattress, desk, desk chair, chest, and space for hanging clothes. All students share with the college the responsibility to maintain a clean, safe, and enjoyable living environment in the residence halls. A resident advisor is assigned to each upperclass floor or building to promote cooperation and accountability on each hall. Additionally, a courtesy policy protects a student's right to sleep or study at any hour.

Because the college is able to accommodate such a large percentage of its student body in the residence halls, most students are required to live on campus all four years. Upperclass students may live off campus only with the permission of the Residence Life Office; however, fluctuating demand for housing from year to year means that the college cannot guarantee on-campus housing to every student desiring it. In the event students cannot be accommodated, there are apartments and houses for rent in the Davidson community. The Residence Life Office maintains a current listing of off-campus properties for students.

Although Davidson College strives to provide safe and secure residence halls, the college cannot accept responsibility for the loss, damage, or theft of personal property. Students wishing to protect themselves from such loss should cover their belongings with appropriate insurance.

DINING SERVICES

The college operates three dining facilities on campus during the academic year—Vail Commons, the Union Café in the Alvarez Student Union, and the Wildcat Den in Baker Sports Complex.

Vail Commons (renovated in the summer of 2005) offers 19 meals a week. It is an "all you can eat" facility during meal serving periods. The Commons provides a wide range of offerings including multiple entrées at each meal, vegetarian entrée options, a variety of breakfast cereals, pizza made to order, a sandwich bar, a large salad bar, and a choice of desserts, many made from scratch in our bakery. Soft serve ice cream and yogurt are

available daily as well. Beverages include soft drinks, fruit juices, milk, coffee, and tea.

The Union Café, located in the Alvarez Campus Center has deli, grill, and pizza counters, as well as a smoothie machine, and an array of daily specials. Convenience foods and snack items are also available.

The Wildcat Den is located on the lower level of Baker Sports Complex. The Den operates as a lunch counter only, providing sandwiches, chips, beverages, and a candy selection. A sandwich special is available during the lunch period five days a week.

First-year students are required to participate in a full-meal plan for the entire year. Upperclass students may select from a variety of meal plans. Each meal plan includes Bonus Bucks that students may use at any dining location as well as in vending machines located throughout campus. Unused Bonus Bucks do not carry over to later semesters. Students may use meal plans at the Café and/or the Wildcat Den on a limited basis and charge up to a pre-set amount for an “equivalent” meal at these locations at designated times of the day.

A registered dietitian is on the Dining Services staff and maintains an office in Vail Commons. The dietitian is available to all students for nutritional counseling.

Dining Services also operates a catering program for college activities and community events. Many students are employed by the catering department throughout the year. No prior experience is necessary.

LAUNDRY

The college operates a central laundry facility where students may drop off laundry and pick it up clean, folded, wrapped, or in the case of dress shirts, pressed and placed on hangers. This service is included in the tuition and fees which all students are required to pay. Large items like blankets, quilts, and sleeping bags can also be laundered for an additional charge. The laundry facility, located behind Cannon and Sentelle Residence Halls, is open five and one-half days a week. Dry cleaning and alteration services are also available for an additional charge payable by cash or against the declining balance account on the CatCard. During the summer prior to the first year, each student receives a laundry number to place in each piece of clothing and on the student's laundry bag. This number is retained throughout the student's career at Davidson. At the opening of school, the laundry provides residential students with bed linens which may be exchanged for clean linens as necessary during the year.

PATTERSON COURT

The Patterson Court system provides an outlet for leadership, social, service, athletic, and community-based interaction in a small-group setting. About 70 percent of Davidson women and 42 percent of Davidson men participate in one of the twelve organizations that make up Patterson Court Council: seven fraternities (Alpha Phi Alpha, Kappa Alpha, Phi Delta Theta, Phi Gamma Delta, Pi Kappa Alpha, Sigma Alpha Epsilon, and Sigma Phi Epsilon); and four women's eating houses (Connor, Rusk, Turner, and Warner Hall). Alpha Phi Alpha does not have housing while the remaining organizations rent facilities from the college around the area designated as Patterson Court. All organizations situated on Patterson Court provide meal plan options for upperclass members.

Every first-year student in good academic standing is invited to participate in the membership process known as court selection. In January, first-year students (and interested, unaffiliated upperclass students) may complete a membership form on which they indicate an interest in joining one of the eleven single-gender organizations. Students may join any organization. This may or may not include the opportunity for national affiliation. Each national fraternity reserves the right to restrict its membership based on its selected criteria. Organizations may orally encourage students to join.

Participation in Patterson Court events is open to those students who have an investment in the risk management obligations of the organizations as demonstrated by the Patterson Court sticker on the student ID. Stickers may be obtained by independents each semester for a nominal fee. System-wide activities, policies, and initiatives are coordinated by the Patterson Court Council. The organizations are accountable for their individual and collective actions to the Patterson Court Judicial Board. Members of Patterson Court organizations who excel in leadership, scholarship, and community involvement are recognized by the Order of Omega National Honor Society.

ART

The Katherine and Tom Belk Visual Arts Center houses two galleries, the William H. Van Every, Jr. Gallery and the Edward M. Smith Gallery. Throughout the year the galleries feature both one-person and group exhibitions that explore a wide range of media and cultural issues. The work of internationally renowned, nationally recognized, emerging, and regional artists is presented in a series of exhibitions that focuses on contemporary art and ideas. Selections from the Davidson College Art Collection of over 2,700 prints, drawings, photographs, paintings, and sculpture that range from old masters to modern and contemporary artists also are exhibited regularly. There is an annual group exhibition featuring student work in the spring and an exhibition of the studio art faculty held traditionally in the fall.

In keeping with the educational mission of Davidson College and the galleries, a series of related programs accompanies the yearly exhibitions and includes individual speakers, panels, or forums. These are comprised of artists, art historians, critical thinkers, and experts in various disciplines who bring unique perspectives to the understanding and appreciation of each exhibition. The programs are usually held in the Visual Art Center's Semans Auditorium, followed by a reception for the artist or speaker in the atrium.

Every spring senior studio art majors present solo exhibitions in the Smith Gallery. Throughout the year students are encouraged to interact on an informal, elective basis with the professional artists working on gallery installations and to seek the input of visiting artists and critics available for individual critiques. In addition, visiting art historians give free public lectures and special seminars singularly designed for art majors. The visits by these artists and art historians are co-sponsored with the Friends of the Arts at Davidson.

MUSIC

The Music Department offers many performance opportunities through various ensembles, several of which tour. Vocal groups include the Concert Choir, Chamber Singers, and the Opera Workshop. Instrumentalists may join the Symphony Orchestra, Wind Ensemble, and Jazz Ensemble. The Chamber Music program involves various student ensembles coached by faculty. Private instruction in voice and for all instruments is available. See details under Applied Music.

Campus musical events include the Concert Series; Artists Series; frequent recitals by visiting artists, faculty, vocal and instrumental ensembles, and students; and lectures by visiting musical scholars. In nearby Charlotte, concerts are offered by the Charlotte Symphony Orchestra, Opera Carolina, the Community Concerts Series, the Oratorio Singers, and various other musical organizations.

Students especially gifted in music performance are encouraged to apply for scholarships provided through the Vail Family, Donald B. Plott, Zachary F. Long, Jr., Estes Millner, and James C. Harper Endowments.

THEATRE

Through its curriculum and production program, the Theatre Department seeks to develop an appreciation and understanding of the theatrical arts for the newcomer and to offer in-depth training for experienced students. The department's program provides many opportunities for student involvement in its production season. Typically, four full-length plays and numerous one-acts are presented annually. Roles are cast by open audition and students are encouraged to try out regardless of experience level.

Theatre Department main stage productions (one each semester) are performed in the Duke Family Performance Hall, a 600+ seat proscenium theatre in the Knobloch Campus Center. Other performance spaces, located in Cunningham Fine Arts Building, are Hodson Hall and a smaller black box facility. Studio productions, student plays, and performance projects are presented in these spaces year-round.

Full-length plays are directed by theatre faculty, guest directors, or advanced theatre students. One-acts are directed by students. Other student performance projects are encouraged and supported by the department. Guest artists, including playwrights, directors, actors, and designers, work with students on a regular basis.

There is ample opportunity to see quality theatre in the area aside from department productions. Davidson's Artist Series regularly brings touring plays into the Duke Family Performance Hall. Many resident companies and university programs produce quality work in the Charlotte area. The department keeps a list of current offerings on file for those interested.

ATHLETICS AND PHYSICAL EDUCATION

Davidson College is an excellent liberal arts college with a unique tradition of intercollegiate athletic competition. The college considers physical education, recreational sports, and intercollegiate athletics an integral part of every student's educational experience. Davidson supports a competitive athletics program with equal

opportunity for participation of men and women. Davidson fields eleven men's and ten women's intercollegiate teams at the NCAA Division I level. Both men and women play varsity basketball, tennis, and soccer; run indoor/outdoor track and cross country; and participate in swimming and diving. Men's sports include wrestling, golf, football, and baseball. Women's teams include field hockey, lacrosse, and volleyball. The college strives to provide keen competition at a realistic level for every sport and offers a limited number of athletic scholarships in both men's and women's sports.

Davidson students aspire to excellence in athletics, as in academics. The college seeks to maximize opportunities for student participation as athletes and spectators in a variety of sports. A remarkable 85 percent of students participate in the intramural sports program. One-day intramural events are planned throughout the year. Residence halls, fraternities, eating houses, faculty, and staff field teams in six sports including flickerball, three-on-three and five-on-five basketball, softball, small-field soccer, and volleyball. Seventeen club sports pit Davidson teams against club teams of other colleges. Students are responsible for organizing, regulating, and scheduling activities for these club teams. Clubs include women's lacrosse and volleyball; men's rugby and weight lifting; and open clubs for men and women in sailing, fencing, water skiing, crew, canoeing, ultimate frisbee, field hockey, tennis, and soccer.

Davidson's physical education program is based upon the belief that physical activity is important to a person's overall development. Mandatory in the first two years, the program emphasizes the carry-over value of sports as a lifetime endeavor. The more than 50 courses offered in the physical education curriculum range from aerobics and archery to racquetball and scuba. For additional information see Physical Education in the Courses section.

Davidson athletic and physical education facilities are outstanding. The Baker Sports Complex includes the Ben T. Craig Plaza, the Newell Entrance Court, and the Nisbet Lobby. In the lobby are two racquetball courts, a squash court, a Nautilus center, and the Hall of Fame Room.

The centerpiece of the facility is the John M. Belk Arena, featuring a main varsity court with a hardwood floor. For athletic events, the Belk Arena seats nearly 6,000. When the bleacher seating is retracted, two additional hardwood basketball courts and two volleyball courts are available.

The Charles A. Cannon Pool is an eight-lane pool with a stainless steel movable bulkhead to accommodate competition in both yards and meters. The separate diving well features both one and three-meter boards. The facility includes a balcony for spectator seating.

The Louis and Carl Knobloch Indoor Tennis Center features a durable acrylic-based hard-court surface covering four courts. They are lit with indirect lighting and have movable screens between them. The center also has locker rooms, offices, and a conference room.

The Finley Physical Education Center incorporates a weight room with both Nautilus and free weights, a state of the art athletic medical facility, a wrestling room, and a dance studio. The center also has locker rooms for student/faculty/staff use and for sports teams, one additional racquetball court, a classroom, and office space.

RELIGIOUS AND SPIRITUAL LIFE

Religious life at Davidson is celebrated on the affirmation that we are all created in the image of God, whatever our creed, heritage, or beliefs. As a Presbyterian church-related college, Davidson values the life of the spirit and fosters openness to and respect for the world's various faith traditions. With many religious resources and organizations on campus, we seek to be a community where everyone may grow spiritually through worship, fellowship, service, and study.

Davidson's chaplains serve as pastors to the entire college community. They are available to people from any faith tradition, or none at all, for pastoral counseling, spiritual direction, and program planning. They also coordinate a variety of activities including on-campus worship services, international mission/study trips, programs integrating service and social justice, and interfaith dialogue.

Four area churches, all within walking distance of the college, have active campus ministries. Through the Catholic Campus Ministry, Mass is celebrated weekly in Lingle Chapel. The local Episcopal Church sponsors a Canterbury Fellowship on campus, the Methodist Church Fellowship meets weekly for discussion of faith and current issues, and the Davidson College Presbyterian Church hosts the Westminster Fellowship for a meal and a program on Sunday afternoons.

The Davidson area has a growing Jewish community. Monthly Sabbath services are held on the college campus with a rabbi from one of the two synagogues in near-by Charlotte conducting the service. These synagogues, one Conservative and one Reform, encourage Davidson students' participation in their community life and worship, especially during the High Holy Days.

Several other campus-based groups also flourish. InterVarsity Christian Fellowship, Campus Outreach, the Orthodox Christian Fellowship, and Reformed University Fellowship offer small group Bible studies, a weekly large group meeting, and occasional retreats. Our Jewish Student Union and Muslim Student Association provide opportunities for students to gather to celebrate holy days and participate in fellowship. Integrating faith with social justice and service is the goal of Sanctuary, a student group which sponsors projects such as housing the homeless on campus throughout the winter. The Gospel Choir, rooted in the African-American tradition, offers fellowship and the development of musical talents under the direction of Assistant Dean of Students, Ernest Jeffries. Interfaith Fellowship brings together Jewish, Muslim, Christian, Hindu, and Buddhist students, along with those of no specific tradition who are spiritual seekers, for conversation, retreats, and visits to area houses of worship from many traditions.

SOCIAL LIFE

Social life at Davidson takes its cue from the setting: activities are often the result of small-group interests—sailing at the lake campus, entertainment in the Campus Center, going to Charlotte for dinner and other entertainment, bowling in Huntersville, or skiing at Beech Mountain. In addition there are many campus-wide activities which involve large numbers of students as well as other members of the college community. These events are often sponsored by the College Union Board, the Patterson Court Council, the Residence Life Office, and other student organizations. Student groups work

cooperatively to sponsor campus events. Spring Frolics, 'Aftermidnight,' The Red and Black Ball, Homecoming, major concerts, and the Campus Christmas Party are a few of the major events. Social activities are planned and produced by students.

THE KNOBLOCH CAMPUS CENTER

The Knobloch Campus Center is the center of college community life. The Center combines the Alvarez College Union and the Duke Family Performance Hall. Knobloch is the gathering place for students, faculty, staff, and visitors. It provides opportunities for involvement in formal and informal activities.

Special features abound, including the Café in a three-story atrium with skylight, a 600-seat state-of-the-art performance hall, a fitness center, climbing wall, outdoor center, information desk, post office, copy center, meeting rooms, bookstore, student organization offices, and offices for the Chaplain, Career Services, Student Activities, and Community Services. Outdoor features include an amphitheater on the west side of the building and a terrace overlooking the football field to the south.

A planned program of social and co-curricular activities is initiated by the College Union Board and provided in collaboration with a host of other student organizations and departments. Student committees are responsible for presenting films, speakers, dancers, artists, poets, and musicians of all types. Recent performers include the Black Eyed Peas, Bill Cosby, Ben Folds, Dave Matthews and Tim Reynolds, John Mayer, Ludacris, and the Indigo Girls. Recent Public Lecture Committee and College Union Speakers Committee guest speakers include Fareed Zakaria, Julian Bond, Paul Krugman, Bobby Kennedy Jr., Nikki Giovanni, Cornel West, and Marian Wright Edelman.

Students assisted by faculty and staff, are responsible for the Artists Series which has recently presented "RENT," the Bruce Wood Dance Company, Ailey II, the Poncho Sanchez Latin Jazz Band, Chicago City Limits, Monk on Monk, and Ladysmith Black Mambazo.

The Davidson Outdoors Center invites students to get away from campus on weekend trips for canoeing, rock climbing, camping, hiking, and skiing. Two professional staff members work with a group of twenty student trip leaders to provide outdoor activities. Major trips have taken students canoeing in the Everglades and on the Rio Grande, sailing off the Gulf Coast of Florida, hang gliding at the Outer Banks, sea kayaking off the Georgia Coast, and whitewater rafting on the New and Gauley rivers in West Virginia.

Through its programs, facilities, and services, the Campus Center is the heartbeat of the college and the focal point for out-of-class activity.

STUDENT GOVERNMENT

As stated in the by-laws of the Student Government Association (SGA), the purpose of the student government is "to share with the Board of Trustees, the Faculty, and the Administration the responsibility for developing and maintaining Davidson as a superior academic community."

Based on one of the earlier student government constitutions (1910), Davidson students

govern themselves through the senate, headed by the president and vice president of SGA, and the many committees of the SGA. The student senate is made up of three representatives from each class, representatives from each Patterson Court House, and independent representatives. Officers and senators are elected by student vote.

Although activity is centered in the senate, active participation in student government is not restricted to elected officials. Students from all classes serve on numerous committees of the senate and fill student positions on faculty and trustee committees.

LEADERSHIP DEVELOPMENT OPPORTUNITIES

Leadership Davidson—Designed to improve students' overall leadership skill and enable them to use these skills beyond Davidson, Leadership Davidson provides a year-long opportunity for participants to identify, acquire, and hone the skills necessary to lead effectively. Through experiential learning—learning by doing—students build skills in communication, listening, motivation, value clarification, exploring self-identity, and critical thinking. Students are matched one-to-one with local and Charlotte area professional business and community leaders in mentoring relationships.

Leadership Resource Center—Located in the College Union, the Leadership Resource Center includes books, magazines, videos, interactive exercises, and structured experiences designed to assist and enhance development as a leader and a citizen.

SPECIAL INTEREST GROUPS

New groups are founded each year through the Student Government Association and the College Union to meet student interests and concerns. Students may join existing groups in the following areas: academic specialty clubs and honoraries, club sports, political action groups, religious groups, international clubs, social service groups, hobby clubs, and performing arts organizations. Students may also establish new groups according to their interests.

MINORITY STUDENT PROGRAMS AND SERVICES

On the Davidson College campus, several programs and services are available specifically to assist students from minority groups. A synopsis of each is listed below:

Asian Cultural Awareness Association—A student-led organization for all members of the Davidson community interested in the Asian American culture. They sponsor a variety of social and cultural activities throughout the year.

Black Student Coalition—The BSC is a student run organization designed to establish and maintain a spirit of solidarity among African American students. In addition, its purpose is to create a sense of awareness within the Davidson College community regarding the contributions of African Americans, to provide an outlet for the social and cultural needs of African American students, and to support the African American

citizens of the town of Davidson in overcoming any problems that they may face. All Davidson College students are eligible to be members of the BSC.

Davidson Africa Students Association—DASA is a student led organization designed to promote African Awareness and culture. Open to all members of the community, DASA sponsors many cultural and social programs throughout the year.

Exchange Programs—Davidson College has cooperative arrangements with Howard University and Morehouse College which provide students opportunities for study at campuses with significant African American student, faculty, and staff populations. Study may be arranged for a year or a semester.

Dr. Martin L. King, Jr./Black History Month Cultural Arts Series—During the months of January and February, an assortment of activities commemorating the history and accomplishments of African Americans are held on campus. Typical activities include a gospel songfest, speeches from political leaders, lectures by historians, art exhibits, films, and literary performances.

Organization of Latin American Students—OLAS is a student-led organization for all members of the Davidson Community interested in the Latin American culture. They sponsor a variety of social and cultural events throughout the year.

Pre-College Enrichment Program—This is a summer pre-orientation experience for incoming students of color. Participants are involved in an assortment of activities designed to facilitate their adjustment to college life.

Second Family Program—African American, Hispanic, and Asian-American first-year students have the option to participate in a “Second Family” program with selected faculty and staff. Under the auspices of the Academic Affairs and Dean of Students Offices, this program facilitates students’ adjustment to campus by giving them an opportunity to develop a rapport with established members of the college. The “second family” and student develop one-to-one relationships via participation in various activities of mutual interest.

Students Together Reaching for Individual Development in Education—S.T.R.I.D.E. is a support program for first-year, ethnic minority students to assist with their adjustment to Davidson College. A series of designed experiences offer academic, cultural, and social support, as well as, vital information to aid students in understanding and working effectively within the college community.

COMMUNITY SERVICE AT DAVIDSON

Davidson College believes that education should encompass more than academic excellence. Because meaningful and challenging experiences often contribute profoundly to individual development, Davidson aims to incorporate community

service into the lives of its students, faculty, and staff.

The increasing need for volunteers in the surrounding community invites student participation at many levels. Students often engage in community service work inside and outside the classroom. Students may enroll in courses which include a community service component; courses of this kind exist in political science, foreign language, biology, economics, English, and psychology. In addition, students may pursue independent study work addressing community concerns. Outside the classroom, United Community Action (UCA), a student-run organization, coordinates many student community service efforts and works to address community needs.

UCA works closely with the staff in the Community Service Office to discuss developments in the community, to plan activities that build self- and community-awareness, and to coordinate on-campus programming related to community service. Projects such as service trips over student breaks, the annual Project Life Bone Marrow Typing Drive, the Ada Jenkins After School Program, tutoring, and weekend construction work with Habitat for Humanity are some examples of UCA's work.

The college employs three staff members who work with students on a regular basis to coordinate and initiate community service efforts or projects. Overall, Davidson provides a wealth of one-time and on-going opportunities for students to work directly in the community in meaningful ways.

Bonner Scholarship Program —The Bonner Scholars Program offers 20 four-year, developmental, field-based community service scholarships each year as an alternative to Federal Work-study placements. The program's mission is to provide opportunities for students with financial need to use their talents in the surrounding community. The Bonner Scholarships integrate individual initiative and leadership with intellectual, spiritual, and emotional growth.

COMMUNICATIONS

Students interested in writing, editing, photography, or broadcasting enjoy working on the following publication and broadcast media:

The Davidsonian: a weekly newspaper, edited, written, and managed by students. It has received an All-American rating by the Associated College Press numerous times since 1951.

Libertas: a news and arts magazine written, edited, managed, and produced by students. *Libertas*, established by students in 1996, emphasizes student issues as well as Davidson's place in the larger community.

Quips and Cranks: the college yearbook, a student project.

The Wildcat Handbook: a guide designed to acquaint first-year students with the traditions, policies, activities, and personnel of the college.

Hobart Park: an experimental magazine begun by students in 1979 to encourage writing and graphics by students and faculty.

WDAV-FM: a 100,000 watt classical music/fine arts station for Greater Charlotte and the Piedmont. Training is available for interested students; qualified students hold jobs on the staff.

DCTV: an in-house cable channel broadcasting to the campus. The station is a project of the College Union and welcomes all interested students.

WALT-AM: the student, local-band radio station. WALT has a varied musical format and is entirely student operated.

The Office of College Communications depends upon student employees as writers, designers, and photographers.

CAREER SERVICES

The Office of Career Services exists to aid students in the ongoing and lifelong process of career development. The staff helps students individually to explore their interests and the work around them, define their unique niche, and take meaningful steps toward career preparation. This may include vocational assessment, community service, travel and study abroad, internships, graduate school, or a successful job search.

From their first semester at Davidson, students are encouraged to think about plans for the future, especially summer options and semester internships. An information sheet is kept on each student to help guide the career counseling process.

Exploration of Interests: Davidson students are encouraged to explore their options to discover areas of true interest. Self-assessment—through personality and interest inventories, one-on-one career counseling with staff, and interactive workshops—helps students discover where their career interests lie. Students are then coached to explore these interests through informational interviews, mentorships, and internships.

Seminars and workshops on resumes, cover letter writing, internship and job search techniques, networking, interviewing, and industry panels of alumni prepare students to implement career decisions.

Internships and Summer Jobs: All students are encouraged to participate in summer jobs and internships to explore career interests, to gain experience, and to enhance personal development. Career Services provides an online database of internship, community service, and volunteer opportunities. These experiences are regarded as the best first phase of the career implementation process.

Alumni and Parent Resources: Students are encouraged to seek information and advice on careers from alumni and parents. Indexes of all alumni are available in the office, citing type and place of employment, to help students understand the range of personal resources available to them.

Career Resources Library: Organized by vocational clusters, the library provides specific career planning and job search resources. These include information on various career fields; internships and summer jobs; service opportunities; and local, national, and international employers. A unique feature of the library is an international section that includes guides for researching overseas job and service opportunities.

Campus Employment Recruiting: Seniors are offered a variety of structured experiences designed to assist with a job search. Alumni and employers offer resume critiques and

mock interviews based on students' needs. In the past year 1013 organizations engaged in recruiting through Career Services' campus based programs and activities. Through Davidson's relationship with a consortium of leading colleges and universities, seniors also have the opportunity to interview in Chicago, New York City, San Francisco, and Washington, D.C. through the Selective Liberal Arts Consortium. In partnership with CSO Interfase, Davidson provides extensive online job search and campus recruiting support to students via eCareers.

Graduate School Guidance: In close partnership with faculty, Career Services supports students in selecting and applying to graduate and professional programs, and researching sources of financial aid. Each year graduate school recruiters from across the country visit campus to talk with interested students.

Davidson has pre-professional groups headed by Davidson faculty and supported by a Career Services staff member. In addition, an extensive graduate fellowship file is maintained for opportunities in a variety of fields.

Exploring Options Beyond Campus: Students may wish to spend a semester away from campus to go abroad, study at other institutions, or enhance their development through volunteer service or work. The career counselors are available to provide counseling and assist with planning for these options.

HEALTH AND SAFETY

The college provides for the health and safety of students through professional services and institutional policies. A few are described below. Complete information is available from the Office of the Dean of Students.

Student Counseling Center—The Student Counseling Center (SCC) offers a broad range of counseling and psychological services. Some students seek consultation at the SCC in learning new skills associated with time management, stress management, and study techniques and habits. Others desire information and assessment regarding interests, abilities, and personality. Counseling is offered regarding a variety of life circumstances, from coping with the difficulties associated with studying and living in a busy environment, dating, or moving away from home, to coping with changes in family life brought on by divorce or death of a family member. Students with a learning disability or Attention Deficit Disorder also benefit from counseling services. Eating disorders, anxiety, depression, or substance abuse can also be addressed at the SCC.

The SCC is located in the same building as the Student Health Service. Staff are doctoral level licensed psychologists and other trained and experienced health professionals. Up to ten sessions per year are available to each student at no charge. (Arrangements can be made for students needing additional sessions.) The relationship between student and counselor is professional and is fully confidential within the confines of safety of self and others. The Student Counseling Center is open 8:30 a.m. to 5:00 p.m., weekdays. A counselor is "on call" by pager (704-356-2118) after-hours and weekends for psychological emergencies.

In addition to one part-time, private psychiatrist on-site, the SCC has established referral relationships with excellent nearby private psychiatrists. Students are financially responsible for such private services. Entering students who have previously received counseling or psychiatric services and wish to continue at Davidson are encouraged to

contact the director (Dr. David Staton at P.O. Box 7188 or at dastaton@davidson.edu) in the summer before arriving on campus. The SCC provides for education/prevention by presenting talks and workshops to student groups and staff/faculty during the academic year.

Student Health Service—The Davidson College Student Health Service provides routine health care with the services of a full-time nursing staff and part-time staff of physicians contracted with nearby medical groups. The staff includes a full-time health educator who is available for individual consultation and extensive health-related programming. A nutritionist is also accessible for individual consultation in Vail Commons.

The Student Health facility is open weekdays 7:30 a.m. to 9:30 p.m., with a registered nurse on duty. Nurses provide routine screening and lab services and run an allergy clinic for students requiring allergy shots. The services of physicians are provided on an appointment basis during “sick call,” weekday afternoons. Same day appointments are available for urgent problems.

After-hours and weekends, the nursing staff provides an “on-call nurse,” who is available by pager (704-337-7047), to consult with students by phone about health concerns. The nurse can determine if the student needs to be seen immediately at the Student Health facility, referred to a local emergency room, or seen at the next “sick call.”

All outpatient services are available to students at no additional charge, with the exception of laboratory work, medical supplies, and medications, which are billed to the student’s college account.

The infirmary section of the facility has a limited number of beds available for the care of students who need observation and supervision, for those who have infectious diseases or short-term orthopedic needs, and for others whose illness calls for time away from the residence hall setting. (It is not a hospital; care is similar to what would be received at home.) There is a \$25 fee per night for an overnight stay which covers meals, bandages, and other routine medical supplies.

When students require medical care beyond the scope of the Student Health Service, the staff can assist in making arrangements for appropriate care at an area hospital. In emergencies, this may include obtaining local ambulance services. Occasionally, the physician may refer a student to a specialist as needed.

Dental care is available to students at their own expense through two private dental practices in Davidson. An optometric practice is available in the neighboring town of Cornelius. Ophthalmologists are available in Cornelius (4 miles), Mooresville (7 miles), and Charlotte (19 miles). A private physical therapist is available in Davidson.

Services for Disabled Students—The college does not discriminate on the basis of disability in the admission or education of students. The Associate Dean of Students serves as the point of contact for all matters regarding disabled students. Disabled students who request help are able to receive individualized assistance.

The Associate Dean of Students assists disabled students in locating available resources in the college community and ensures that services are provided consistent with applicable law and college policies. Additionally, there are various student organizations that provide support and information to students with disabilities.

Special procedures have been developed for students handicapped by learning disabilities. Students who seek adapted instruction on the basis of a learning disability

undergo an evaluation by college-designated learning specialists, usually at the student's expense. The results of the evaluation, made available to the college with the student's permission, may include recommendations for compensatory learning strategies to be used by the student and recommendations for services and accommodations to be provided by the college. Using these recommendations as a guide, strategies are developed to enhance learning strengths and compensate for learning difficulties.

If any adjustments to academic requirements are recommended, they are considered by the Curriculum Requirements Committee. The result may be approval of the recommendations or a substitution for the academic requirement.

A copy of the Policy for Disabled Students at Davidson College and additional information regarding services provided by the college to disabled students are available in the Office of the Dean of Students. Hearing impaired students may contact the office via the TDD Relay Services at 1-800-735-2962.

Davidson College Campus Police Department—The Campus Police Department exists as a support unit of the college for the purpose of establishing and maintaining an atmosphere in which people can go safely about their varied activities in furtherance of the college's higher objectives. The Davidson College Campus Police Department is the primary response agency for all crimes and incidents on campus, providing emergency assistance, investigating and documenting incidents, and is the liaison with local police, fire, and medical response agencies. The Department is located in the Tomlinson building and provides public safety services 24 hours-a-day, 7 days-a-week. Campus Police Officers may be reached at any time by dialing extension 2178 from any on-campus phone, or the duty phone at (704) 609-0344.

The Davidson College Campus Police Department enforces state laws concerning the possession of illegal weapons on campus. Weapons, including but not limited to, firearms, explosives, fireworks, and martial arts weaponry are not permitted on any property owned or leased by Davidson College. Violators are subject to disciplinary action and criminal charges. The college also reserves the right to remove from the possession of anyone on campus (or their residence) any item which may be deemed a threat to the safety and well being of others on campus. Such items include, but are not limited to, knives, pellet guns, and other objects, which in and of themselves may not be illegal.

INVOLUNTARY WITHDRAWAL

The college reserves the right to suspend, enforce the withdrawal of, or expel a student whose academic standing is unsatisfactory or a student who violates the Honor Code, the Code of Responsibility, or college regulations. For copies of the codes, write to the Office of the Dean of Students.

The Dean of Students, after consultation with healthcare providers, professors, counselors, or other individuals, as appropriate, may require the temporary withdrawal of a student who is suffering medical or psychological problems. The student will be encouraged to seek professional care and will be considered for readmission when the student's condition has improved and after consultation with the care provider.



ACADEMIC PROGRAM AND POLICIES

Note: Every effort is made to keep the information in this section current. Changes are sometimes made after the catalog goes to press, however, the online catalog (<http://catalog/davidson.edu>) is current on course offerings. Students should consult with their advisors and the Registrar's Office in planning their program. New students in particular should consult the Registrar's Office pages on the Davidson College web site, www.davidson.edu.

THE CURRICULUM

The liberal arts curriculum at Davidson College is dedicated to the intellectual and personal growth of students. This curriculum affirms the intrinsic worth of a broad exposure to intellectual and artistic achievement and strives to nurture students' capacities for knowledge, understanding, judgment, and compassion. Teaching is the primary activity and responsibility of the faculty, which is also active in research and service. Developing skills in the methods by which knowledge is acquired, evaluated, and appropriately applied is the primary activity and responsibility of students. Credit is granted on a course credit basis, with a course being equivalent (for transfer purposes) to four semester or six quarter hours. The curriculum consists of six general areas of study: Literature, Fine Arts, History, Religion and Philosophy, Natural Sciences and Mathematics, and the Social Sciences. To encourage the excitement and self-discipline that come from probing a subject in depth, the college requires a major in one of the following departments:

Anthropology	French	Political Science
Art	German	Psychology
Biology	History	Religion
Chemistry	Mathematics	Sociology
Classics	Music	Spanish
Economics	Philosophy	Theatre
English	Physics	

Students also may develop an interdisciplinary major through the Center for Interdisciplinary Studies. Davidson allows double majors.

In order to make connections among courses and disciplines, the curriculum includes opportunities for students to pursue a concentration or a minor as well as a major. A concentration is an interdisciplinary cluster of courses which addresses a specific area of study. A student may choose a concentration to complement the major, but concentrations are not required. Davidson offers concentrations in Applied Mathematics, Asian Studies, Computer Science, Education, Ethnic Studies, Film and

Media Studies, Gender Studies, Genomics, International Studies, Medical Humanities, Neuroscience, and Southern Studies. Requirements for concentrations are described in the section following the Theatre Department course listings in the print catalog and in the Courses of Instruction in the Online Catalog. Students pursuing a concentration may not pursue a double major or a minor.

Some departments offer a minor, a designated set of five or six courses. Students are allowed to declare one and only one minor to the appropriate academic department by no later than October 1 of their senior year. Students declaring a minor may not also declare a concentration or a second major. A minimum overall 2.0 cumulative grade point average and a minimum 2.0 average on all courses counted toward the minor are required. Specific requirements for minors are listed after major requirements in the departments where they are offered.

The college offers courses but no major in Chinese, Communication Studies, Computer Science, Humanities, Military Studies, Physical Education, Pre-medicine, Russian, South Asian Studies, and Education. Through the Teacher Education Program students may complete the necessary course work to apply for a teaching license. Students have various opportunities for independent and interdisciplinary studies, study abroad, and participation in off-campus programs.

The Davidson curriculum stresses competence in reading, writing, fundamental mathematical skills, oral communication, and use of computers. Students develop oral communication skills through class discussion, seminar presentations, and formal oral communication courses. To develop their skills in writing and analysis, students may select one of the following options to satisfy the college composition requirement: English 100W or 101W, the four-course Humanities sequence, the two-course Cultures and Civilizations sequence, or a departmental 100W or 101W First-year Seminar. Departmental first-year seminars (100W or 101W) are discussion-based, writing-intensive courses rooted in a discipline. The courses normally require completion of five to seven shorter writing assignments and a longer research paper. Readings for each course span and exemplify different approaches to writing. The courses address elements of style and revision, processes of peer review, word-processing skills, library-based and web-based research techniques, and conventions of documentation. Some 100W sections (but not 101W sections) may also satisfy a core requirement in the departmental area. Students should check the departmental listing for the core area satisfied. The class schedule for each semester lists current offerings.

Computers are used in most laboratory science and mathematics courses, and in individual courses in the social sciences and the humanities. Students interested in the degree of competence expected in individual courses may consult the instructor or the course syllabi available in the Office of the Vice President for Academic Affairs and the library.

REQUIREMENTS FOR GRADUATION

Davidson offers a Bachelor of Arts and a Bachelor of Science degree. To receive a bachelor's degree the candidate for the degree shall:

1. Be of good character and conduct, as certified by the Dean of Students, and discharge all college financial obligations to the satisfaction of the Controller.
2. Complete satisfactorily 32 courses, at least one-half (16) in residence at Davidson College. The period of residence must include the senior year (at least the final 7

courses). Courses in off-campus programs officially sponsored by Davidson College are considered to be courses in residence.

3. Complete the foreign language requirement by successfully completing the intermediate level (201 or higher) of a Davidson foreign language course, by an approved transfer course at an equivalent level, or by equivalent proficiency as determined and certified by the appropriate Davidson foreign language department. Courses offered through the Self-Instructional Language Program do not satisfy the foreign language requirement. A student who satisfactorily documents that English is not his or her first language satisfies the foreign language requirement through the requirement in composition. It is strongly recommended that the student complete the foreign language requirement before entering the senior year.
4. Complete the composition requirement by completing successfully by the end of the first year at Davidson College a course designated with a W. Advanced Placement or other credits completed prior to college matriculation do not satisfy the composition requirement.
5. Complete all requirements for a major field of study, including an average of 2.0 on all courses in the major. For the computation of the major grade point average, when a course is repeated, only the most recent grade counts.
6. Complete Core Curriculum requirements:
 - a. *Literature*: one course from among specified courses in the Departments of Chinese, Classics, English, French, German/Russian, and Spanish.
 - b. *Fine Arts*: one course from among specified courses in the Departments of Art, Music, and Theatre.
 - c. *History*: one course from among the specified courses in the Department of History.
 - d. *Religion and Philosophy*: two courses, at least one of which must be in Religion, from among specified courses in the Departments of Religion and Philosophy.
 - e. *Natural Science and Mathematics*: three courses, from among specified courses in the Departments of Biology, Chemistry, Mathematics, and Physics. At least one of the three must be a course in Mathematics or Computer Science and at least one must be a science course with a laboratory.
 - f. *Social Sciences*: two courses from among specified courses in the Departments of Anthropology, Economics, Education, Political Science, Psychology, and Sociology.

NOTE: The four-course Humanities sequence (150, 151W, 250, 251) satisfies the composition requirement and core requirements as follows: literature (one course); history (one course); and religion and philosophy (two courses including Religion). The two-course Humanities sequence (160, 161) satisfies the composition requirement and the core requirement in literature. A student who withdraws from either Humanities sequence after one semester receives one credit toward graduation, but neither core nor composition credit. A student who withdraws from the four-course sequence after the second semester receives credit only for HUM 151W, satisfying the composition requirement, but no core requirement.

At least six of the ten core requirements must be completed for a student to enter the junior year. It is strongly recommended that the student complete all ten core requirements before entering the senior year.

- 7. Complete a course designated as satisfying the Cultural Diversity requirement. Such courses deal principally with one or more cultures that differ from the majority cultures of the United States or Europe.
- 8. No single course satisfies more than one core requirement, but a course may satisfy a core requirement and other requirements such as composition, cultural diversity, major, minor, concentration, and (for courses above the 201 level) foreign language.
The Registrar may designate a transfer credit (including AP or other pre-college credit) as satisfying a foreign language, core, composition, or cultural diversity requirement following, as occasion demands, consultation with appropriate department or program chairs.
- 9. Satisfy the requirements in physical education as follows: PE 101, team sports (one unit); lifetime sports (one unit); and water-related activities (one unit). A student may be excused from some or all of the Physical Education requirements for medical reasons as certified by a college physician. PE 101 and at least two of the remaining three PE requirements must be completed before the junior year. The Director of Physical Education certifies completion of requirements in Physical Education

The college awards degrees only at the end of the spring semester during the Commencement Exercises and at the end of the summer (August 31). Students who enter as first-year students must complete the degree within four calendar years; students who transfer to Davidson are expected to complete the degree according to their class standing as they enter. In order to extend study into the fifth year (9th semester), a student must apply to the Curriculum Requirements Committee.

DEPARTMENTAL AND GRADUATION HONORS

Most departments that offer a major also offer an Honors Program. Students with an overall grade point average of 3.2 are eligible for consideration for honors by their department as early as the spring semester of the sophomore year, but no later than the fall semester of the senior year. Each department may impose additional individual requirements for honors; students should consult the major departmental listing in the catalog and their major advisor for details. Candidates for honors who maintain at least a 3.2 overall grade point average and at least a 3.5 average in the major and who receive the recommendation of their major department are graduated with honors or high honors in the department of their major. Each department may impose individual requirements in that department in addition to the requirements here specified.

Latin degree honors are awarded based on cumulative grade point average at graduation:

3.500 – 3.749	cum laude
3.750 – 3.999	magna cum laude
4.00	summa cum laude

STANDARDS OF PROGRESS

Davidson measures satisfactory academic progress annually prior to the beginning of the fall semester. In order to be eligible for enrollment in the fall semester, students must meet the requirements outlined below:

- A. *For entrance to the sophomore class or the third semester*, the student must have completed seven courses (8 courses represent normal progress), including the composition (W-course) requirement. A student who has not earned a 1.60 cumulative grade point average by the beginning of the first semester of the sophomore year will be placed on academic probation. A student on academic probation receives special advising services through the Dean of Students' Office and the academic advisor.
- B. *At the time of entrance into the fourth semester (second semester sophomore year)* a student with a cumulative grade point average of 1.7 or below at the end of the third semester must immediately make an appointment in the office of the Dean of Students to assess clearly the steps necessary to achieve the average of 1.8 required for entry into the junior class (fifth semester).
- C. *For entrance to the junior class or the fifth semester*, the student must have completed 15 courses (16 courses represent normal progress) and must have a cumulative grade point average of at least 1.80. In addition, the student must have completed six of the ten core requirements (described above under "Requirements for Graduation"), must have completed three of the four required credits in physical education including PE 101, and must have officially declared a major.
- D. *For entrance to the senior class or the seventh semester*, the student anticipating graduation in May must have completed 24 courses; the student may become a senior anticipating August graduation with 22 courses.

Students who do not meet the appropriate minimum Standards of Progress are ineligible to return for the fall semester. Some course deficiencies existing at the end of an academic year (May) may be made up in through a summer contract course with a Davidson faculty member or through approved transfer credit. (Note, however, that transfer credits do not affect the grade point average.) The Curriculum Requirements Committee specifies Standards of Progress for students whose records are irregular and who do not fit the requirements for one of the categories above.

The Executive Committee of the Faculty may require a student whose academic work is unacceptable to withdraw from Davidson at any time. No student who has been required to withdraw is guaranteed readmission. When a student wishes to return he or she must apply to the Dean of Students for readmission. The Executive Committee of the Faculty states the minimum conditions under which the student may return.

INTERNATIONAL PERSPECTIVES

Davidson seeks to lay intellectual foundations on which students build an understanding of the emerging world of the twenty-first century so that they may take their places as leaders in it. Davidson provides all students the experience of studying societies or cultures that differ from those of the United States or Europe. Required study in foreign language and in diverse cultural viewpoints is incorporated into the core curriculum. For students wishing to pursue international studies beyond the general requirements, curricular and programmatic opportunities exist to allow for international emphasis.

The college expects many facets of the Davidson experience—studying abroad, enjoying friendships with international students, hearing speakers of note, taking part in conferences on world affairs themes—to contribute to the process of producing graduates with a world vision. Some of the components of Davidson’s international studies programs are described below.

Dean Rusk International Studies Program

Davidson strives for distinction among national liberal arts colleges in its emphasis on understanding the world at large and preparing students for the challenges of national and international leadership. Recognizing that international awareness is critical in today’s interdependent world, the college inaugurated the Dean Rusk Program in 1985 to provide a cornerstone for efforts to enhance international offerings on campus and to “give each student, first, an informed awareness of our whole planet, and second, a direct knowledge of at least one foreign area.” The Program, named for Davidson’s distinguished alumnus who was Secretary of State during the Kennedy and Johnson administrations, serves as an organizing mechanism for expanding internationalism across the Davidson experience, rather than as a separate department or major.

The Dean Rusk Program fosters initiatives designed to ensure that Davidson students leave the college with a broad understanding of all dimensions of global affairs—political, cultural, social, economic, and historical. It sponsors visits by experts on international issues, hosts conferences and cultural events, and counsels students about international travel, internships, and careers. It encourages pursuit of an international curriculum through the college’s concentration in International Studies, a major at the Center for Interdisciplinary Studies, area studies, or courses in various academic departments. The Rusk Program coordinates Davidson’s chapter of the Phi Beta Delta Honor Society for international scholars. In support of international experience, the program provides grants for student and faculty research, study, or service abroad, including medical volunteer work in developing countries. The Dean Rusk Program serves as a catalyst for dialogue on world issues in the greater Charlotte business, professional, cultural, and educational communities through programs it organizes in the Charlotte area and through a speakers program in local schools. It also promotes cultural interaction between American students and foreign nationals studying at the college.

Student and Faculty Advisory Committees help ensure that the Dean Rusk International Studies Program is attuned to student interests and serves the college’s educational objectives. Members of the Student Advisory Committee also organize a number of international activities on campus and in the community. In addition to its grant-making and campus programming activities, the Dean Rusk Program also includes the offices of the the International Student Advisor and the Study Abroad Coordinator.

International Students

Davidson College defines international students broadly to include dual citizens, Americans living abroad, foreign nationals, and permanent residents. This broad definition capitalizes on the diversity and wealth of experiences international students bring to campus. The International Student Office provides assistance on immigration and work permits, coordinates international student orientation, aids with student advocacy, and promotes

interaction among foreign students, the college, and local communities. Also available is guidance on cultural adjustments as well as academic, personal, and financial concerns. Services offered are as diverse as the students and are meant to encourage a meaningful educational experience while students achieve personal and academic goals.

The Davidson International Association, is an organization composed of foreign and American students who are interested in international issues and programming. The group holds weekly meetings, organizes excursions in the surrounding area, and represents international interests on campus.

Study Abroad

Davidson encourages students to study in other countries and offers the following specific opportunities: the junior year or semester in Tours, France; the junior year at Julius-Maximilians-Universität in Würzburg, Germany; a fall semester program in India; and a spring semester program in Classical Antiquity (the Mediterranean). The cost of semester and year-long programs, including tuition, room, board, and some travel expenses, is approximately the same as for a similar period at Davidson. Students receiving financial aid may usually apply part or all of it to the cost of the year or semester study abroad program. The college also offers a summer archaeological dig in Cyprus and summer programs in England, France, Ghana, Kenya, Moscow, Spain, and Zambia. See descriptions below. With approval in advance, students also participate in academic study abroad programs sponsored and administered by accredited American colleges or universities. There is a non-refundable administrative fee of \$350 for students participating in a non-Davidson program for a semester or year.

DAVIDSON IN TOURS (FRANCE): Davidson students may study for an academic year as fully matriculated students at the Université François Rabelais, or for a semester at the Institut de Touraine in Tours.

With a population of 250,000, Tours is the cultural capital of the Loire Valley. Known for its historic towns, Renaissance châteaux, and striking natural beauty, the Val de Loire has been designated a World Heritage Site by UNESCO. The city of Tours boasts a rich and varied architectural heritage with the old city—Le Vieux Tours—attracting students and visitors alike to its lively Place Plumereau. A network of regional trains connects Tours to Orléans, Chenonceaux, Amboise, and other nearby sites of interest. Paris and its attractions are fifty-five minutes away by high-speed train.

The program begins in September for academic-year and fall-semester students with a four-week language course in Paris, after which students go to Tours, where they enroll in classes. The program ends around December 20th for fall-semester students. Spring-semester students are in France from January until April including a two-week stay in Paris. The academic year program ends around mid-June. Students typically earn four course credits for a semester and up to eight course credits for the academic year. A member of the Davidson faculty serves as resident director to assist with academic and personal matters and to teach one course per semester. All students live with families where they have two meals a day. Applications from non-Davidson students are welcome.

DAVIDSON AT THE JULIUS-MAXIMILIANS-UNIVERSITÄT WÜRZBURG (GERMANY): This site of Davidson's Junior Year in Germany program was founded

in 1582 and now has about 17,000 students. Würzburg, located on the Main River sixty miles southeast of Frankfurt, has a population of approximately 128,000. Situated in a valley surrounded by vineyards, Würzburg's landmarks include the majestic Marienberg fortress and the baroque palace and gardens built for the prince-bishops of the city. The music school, theater, opera and orchestra, the many museums, frequent festivals, and varied sport facilities make Würzburg a place of many opportunities for students to participate in the diversity of German life.

The program starts in early August with a four-week-long family home stay in northern Germany followed by an intensive language course in Würzburg, after which students enroll at the university, where courses are offered in all disciplines of the humanities and sciences. Students earn eight, sometimes nine, course credits for their year in Würzburg. A resident director, normally a member of the Davidson faculty, serves to assist with academic and personal matters and to teach one course during the fall semester. Students live in dormitories. Numerous group activities and excursions are included in the program. The program concludes at the end of July. Applications from non-Davidson students are welcome.

Semester Programs

DAVIDSON IN INDIA: The South Asian Studies Program offers an opportunity to study and travel in India during the fall semester of even-numbered years. Following a one-week orientation session at Davidson, students travel to India with the Davidson faculty director. There they attend lectures on Indian history, culture, and society by Indian scholars, and take a seminar taught by the director. After twelve weeks in Chennai, they travel together for two weeks visiting important historical, archaeological, and religious sites in other parts of India. Students may earn four course credits. The Semester-in-India program is intended for juniors and seniors; occasionally sophomores have been included. Applications from non-Davidson students are welcome.

DAVIDSON IN LANDS OF CLASSICAL ANTIQUITY: The Department of Classics conducts a semester-long traveling program devoted to the study of classical antiquity. Sophomores, juniors, and seniors are eligible regardless of major. The program is normally limited to a maximum of sixteen participants and is offered in spring semesters of odd-numbered years.

Summer Programs

DAVIDSON IN CYPRUS: Most summers Davidson sponsors a multidisciplinary archaeological project on the island of Cyprus. The program includes hands-on training in the field (excavation and survey), lectures given by the project director and other visiting or resident specialists, visits to archaeological or historical sites and museums on weekends, and extensive interaction with the local residents of Athienou. The seven-week program is open to all classes and carries one course credit. Applications from non-Davidson students are welcome.

DAVIDSON IN ENGLAND (THE CAMBRIDGE PROGRAM): A six-week summer program at Corpus Christi College, Cambridge University is jointly sponsored by the Departments of English and History for up to thirty students. British lecturers and tutors lead the course of study, which explores the history and literature of Britain from the late

eighteenth through the early nineteenth century. The curriculum emphasizes topics that take advantage of the students' presence in Britain and ability to experience their subjects first-hand, encouraging them to visit the sites of poets' inspiration, novels' settings, and history's memorable events.

Participants in the program earn one course credit, awarded for either English 370 or History 390, which counts towards major requirements in either department. A Davidson English or History professor serves as resident director. Students majoring in all fields of study are encouraged to apply. Applications from non-Davidson students are welcome.

JUNE IN TOURS (FRANCE): This four-week program is offered at the Institut de Touraine for French language study. The morning language program is enriched by afternoon content courses and cultural activities, plus excursions on Saturday. Students live with families. A member of the Davidson faculty serves as resident director. Applications from non-Davidson students are welcome.

DAVIDSON IN GHANA, WEST AFRICA: This six-week program is designed to immerse students in modern and traditional Ghanaian life. The program includes one course credit, a non-credit performing arts class, a service project, and excursions into other regions of Ghana. The classes are taught by University of Cape Coast professors and artists. The program is limited to fifteen participants and is offered as enrollment warrants. Applications from non-Davidson students are welcome.

DAVIDSON IN KENYA: Each summer, a small group of Davidson students with an interest in medicine spends three or four weeks in Kenya where they work in a hospital and interact with local residents in the town of Kikuyu, located 15 miles from Nairobi. In the spring semester before the summer experience, students enroll on the Davidson campus in Biology 368: The Study and Treatment of Human Disease: Western and Third World Perspectives. Each student studies two diseases and consults with an area physician concerning treatment.

DAVIDSON IN MOSCOW: Davidson sponsors a six-week summer program at the prestigious Moscow State Institute for International Affairs (MGIMO). The program includes intensive Russian language instruction and a second course, taught in English, on Russian history, politics, or economics. All courses are taught by native Russian speakers from the MGIMO faculty. Housing is in the MGIMO dormitory. A Davidson professor serves as the resident director. The program includes numerous cultural excursions. Students majoring in all fields of study are encouraged to apply, although preference will be given to those with one or more years of college-level Russian. Participants may earn two course credits, one of which counts toward the minor in Russian.

DAVIDSON IN SPAIN: Davidson offers a five-week summer program in Cádiz, Spain. After a week of group travel through Spain, students take two courses in Cádiz while living with host families. Intermediate students of Spanish receive credit for Spanish 201 and 203 while advanced students receive credit for Spanish 393 and 394. The minimum requirement for participation is Spanish 102, or the equivalent.

DAVIDSON IN ZAMBIA: This three-week summer experience offers students an opportunity to work and study at a mission hospital in Mwandi, Zambia. Mwandi is a community of about 6,000 located on the northern fringes of the Kalahari Desert along

the Zambezi River. It is approximately 150 miles west of Livingstone, Zambia, and Victoria Falls, Zimbabwe. Students participating in this experience have the opportunity to work with Zambian doctors and health care staff in the Mwandi mission hospital and in bush clinics in surrounding communities. Students learn about diseases and other health concerns, e.g., malnutrition, that are prevalent in third world Africa. Preparation for the summer experience begins during the spring semester at Davidson. Students enroll in a seminar course, which concentrates on the study of infectious diseases and treatments for those diseases. In addition, students learn about the culture and history of Zambia. Students design an individual project to be completed when in Mwandi. A final paper summarizing the project is required by the end of the summer.

Students may also participate in the following programs with which Davidson College is affiliated:

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME, ITALY: This program is administered by Duke University. Students study ancient history, archaeology, Greek and Latin literature, and ancient art. Students take classes and live in the Center Building in central Rome.

SWEDISH PROGRAM: Students take special program courses in Swedish language, economics, literature, history, and politics. Students live with families or in student apartments. Group excursions and activities are scheduled.

WAKE FOREST/SASASAAS FALL SEMESTER IN BEIJING, CHINA: Students begin or continue Chinese language study at the Beijing Institute of Education while taking two courses in Chinese culture taught in English. Students are housed in dormitories on campus. Group activities and excursions are included.

See also: The School for Field Studies under the Department of Biology.

South Asian Studies Program

The South Asian Studies Program is an interdisciplinary program that enables students to study India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan, which together constitute a region in which a fifth of the world's population is concentrated and which serves as the home of some of the world's oldest and richest cultural expressions.

More than a dozen courses on the region are taught by faculty members representing the academic perspectives of art, history, religion, and sociology. Instruction is also available in Hindi through the Self-instructional Language Program. Davidson offers a Semester-in-India Program based in the Chennai region. In 1970, the college was accepted as a member institution in the Library of Congress Public Law 480 English Language Materials Program, which now brings to Davidson's library numerous books, monographs, and English-language periodicals published in India, Bangladesh, and Sri Lanka.

Self-Instructional Language Program

Competence in a foreign language is essential to international mobility and understanding. While Davidson maintains strong programs in French, German, Spanish,

Russian, and Chinese, it also offers a Self-Instructional Language Program (SIL) that enables qualified students to study less commonly taught languages for which classroom instruction is unavailable. Each offering is an intensive audio-lingual course utilizing appropriate texts and audio/video materials, combined with three hours of small group work per week with a native speaker. The emphasis is on the spoken language with some work on basic reading and writing skills. A final oral examination, which forms the basis for the semester grade, is conducted by a specialist, usually invited from another institution. The languages offered depend on the current availability of native speaker conversation partners and appropriate materials. Self-Instructional Language Program courses do not satisfy the foreign language requirement or the cultural diversity requirement. Normally, participants must satisfy the foreign language requirement before enrolling in a SIL course. An additional fee is required. For more information, see the section about the program under Courses of Instruction.

PRE-PROFESSIONAL PROGRAMS

Many Davidson graduates continue their education at graduate or professional schools. The sound liberal arts education that Davidson offers serves as an excellent preparation for further study or for entering a career directly following graduation.

Students who have definite plans for graduate or professional school are urged to become familiar with graduate school admission requirements and to consult with their advisors early about the best program to pursue. In general, graduate school standards are high. Applicants are expected to have done undergraduate work of good quality, to have a reading knowledge of at least one foreign language, and to make acceptable scores on the Graduate Record Examination.

PRE-MEDICINE (PRE-DENTISTRY): In general, premedical and predental students complete the same course of study. Medical schools in particular recommend that premedical students be as academically diverse as possible. With its strong tradition in the liberal arts, Davidson College supports this recommendation in three ways. First, all Davidson students are required to take classes in diverse academic disciplines. Second, premedical and predental students may major in the department of their choice. Third, premedical and predental students, whether they major in the sciences or humanities, are encouraged to take a variety of courses outside their major.

A. Required Courses, Tests and Recommendations

1. *Course work*—Premedical and predental students must take the following courses: Biology 111 and 112; Chemistry 115, 201, 202, and 215; Physics 120 and 220 or 130 and 230. Some medical schools require Mathematics 130 and 135. Many medical schools have additional requirements which are found in the *Medical School Admission Requirements*, a publication of the Association of American Medical Colleges. Requirements for dental schools are listed in *Admission Requirements of U.S. and Canadian Dental Schools*, a publication of the American Association of Dental Schools.
2. *Medical College Admission Test (MCAT)*—Medical schools require all candidates for admission to take the MCAT, an exam which is administered in the spring and summer of each year. This exam, which should not be attempted before all introductory science courses are completed, is typically taken in the spring of

the junior year. If not satisfied with their results, students may retake the MCAT in the summer of the rising senior year without delaying application to medical school. Dental students take the Dental Admissions Test (DAT) which is offered year round and is self-scheduled by the student.

3. *Premedical Advisory Committee (PAC) Recommendation*—The Committee, which is chaired by the Premedical Director, evaluates premedical and pre dental students. It is highly recommended that all of these students take advantage of the PAC evaluation process. This evaluation ordinarily takes place in the junior year.

B. Recommended Courses and Experiences

1. Courses

- a. *Humanities and Social Sciences*—Academic diversity can be achieved by selecting courses in the languages, fine arts, and social sciences.
- b. *Medical Humanities*—Students must understand the major controversies and dilemmas facing American medicine. Medical Humanities offers interdisciplinary courses in the theory and practice of medicine.
- c. *Advanced Biology, Chemistry, and Neuroscience*—The courses in these disciplines help students build vocabulary and concepts which are important in medical and dental studies, particularly during the first year.

2. Experiences

- a. *Hospital or Clinical Experience*—Enjoying work in a medical setting is essential to a successful medical or dental career. Medical humanities offers “Issues in Medicine” and “Health Care Ethics,” each for one course credit. Included in each course are internships at Charlotte area hospitals and clinics. Physicians in the Charlotte area also provide shadowing opportunities on a volunteer basis. International opportunities are available through the Dean Rusk International Studies Program.
- b. *Service Experience*—Service to humanity is one of the highest ideals of the medical profession. Students should participate in service organizations including the Premedical Society of Davidson College. The premedical honor society, Alpha Epsilon Delta (AED), recognizes excellent premedical and pre dental students.
- c. *Study Abroad*—Foreign travel adds immeasurably to a student’s education. Students who plan to study abroad must plan early in their Davidson studies in order to complete all requirements on time.
- d. *Research*—The advancement of medicine and dentistry depends on an understanding of basic research. Many research opportunities are available in the science departments at Davidson and elsewhere.

C. Services to Premedical Students

1. *Premedical Director*—The premedical director is the adjunct advisor for all premedical and pre dental students and assists in all matters related to admission to professional school.
2. *Premedical Society and AED*—These organizations provide opportunities for leadership, citizenship, and education through a variety of programs including a speaker series, community service opportunities, social activities, and the AED’s MCAT Forum and practice interviews.

PRE-LAW SOCIETY: The Pre-Law Society works closely with the Careers Office to provide guidance to students interested in pursuing legal careers. Membership in the Pre-Law Society offers students the following: information on legal careers; the law school admission process; LSAT prep courses; sample LSAT tests; the opportunity to interview with law school admission representatives; access to the Davidson Alumni Attorney Network; the chance to make contacts in the Charlotte legal community; exposure to legal issues through speakers, panel discussions, and other programs on campus; and feedback on drafts of personal statements. Society materials include Davidson Pre-Law handouts, guides to law schools, law school catalogs, books on legal issues, and preparation manuals for the LSAT.

TEACHER EDUCATION: In its mission to prepare successful facilitators of learning, the Department of Education embraces the primary purpose of Davidson College, which is “to assist students in developing humane instincts and disciplined and creative minds for leadership and service.” Further, the Department of Education exults in the choice of the college “to emphasize the teaching responsibility of all professors” and actively recruit faculty “whose interest in students and teaching is unfeigned and profound.” The endorsement that quality teaching is the foundation of a strong liberal arts institution informs the threefold mission of the Department of Education: (1) to provide a course of study leading to a Licensure Concentration in Education, resulting in the attainment of a North Carolina teaching license; (2) to provide a course of study leading to an Interdisciplinary Concentration in the study of Education as a liberal art; and (3) to provide courses that meet the Core Curriculum requirements in the Social Sciences.

Teacher Licensure: Through a series of articulation agreements with Duke University, Queens University of Charlotte, and the North Carolina Department of Instruction, Davidson College provides a course of study leading to North Carolina initial licensure/certification at the secondary level in the fields of English, French (K-12), Latin, Mathematics, Spanish (K-12), Science (which includes majors in Biology, Chemistry, and Physics), and Social Studies (which includes majors in Anthropology, Economics, History, Political Science, Psychology, Sociology, and Religion). All course work is completed at Davidson. Through reciprocity agreements, North Carolina licenses are accepted in forty-two additional states. For more detailed information, interested students should contact the chair of the Department of Education during the first or second year. The Teacher Education Program Handbook is available on the Education Department web site (www.davidson.edu) and provides all details related to licensing procedures.

ENGINEERING DUAL DEGREE PROGRAM: Believing that the liberal arts college has a contribution to make toward the education of engineers in a society faced with increasingly complex technological and human problems, Davidson has cooperative dual degree engineering programs with Columbia University in New York and Washington University in St. Louis. The student attends Davidson for three or four years and, if accepted, attends the engineering school for the last two years. Students are guaranteed admission to these two affiliated engineering schools if they complete the science and math prerequisites and achieve a 3.0 GPA.

A student electing the 4/2 path in this program completes a normal Davidson degree program. The required science and math courses can be taken as electives or can be part

of a Davidson major course of study. Students electing the 3/2 path attend Davidson for three years and attend the engineering school for the last two years. Davidson academic departments, in consultation with the engineering advisor, will count some engineering courses toward senior-year departmental course requirements. Upon successful completion of the prescribed courses in the dual degree program, the student receives bachelor's degrees from both Davidson and the engineering school.

To receive a Davidson degree under the cooperative dual degree plan a student must:

1. complete at Davidson all core requirements with at least a "C" average;
2. choose a Davidson major and complete a course of study for that major;
3. demonstrate the required proficiency in foreign language, composition, and physical education; and
4. graduate from one of the cooperating schools in an approved engineering curriculum.

Other 4/2 engineering options exist. These include applying to any engineering school for an M.S. or Ph.D. program or an M.B.A. program. Admission to these programs is not guaranteed.

Since many of the required preparatory courses for the 3/2 path must be taken in proper sequence, it is wise, and for some schools and/or curricula essential, for a prospective 3/2 student to begin the program during the first semester at Davidson. For further information and assistance, contact the faculty 3/2 engineering advisor, Dr. Wolfgang Christian.

ARMY RESERVE OFFICERS' TRAINING CORPS (ROTC)

The Army ROTC program at Davidson is designed to enhance a student's college education by providing unique training and practical experience in leadership and management—qualities essential to success in any career. Upon graduation from Davidson, students who have successfully completed ROTC training are awarded a commission as a second lieutenant in the U.S. Army, Army National Guard, or U.S. Army Reserve. To prepare students to become commissioned officers, the ROTC program combines college courses in military studies with summer training. The military studies curriculum consists of a two-year Basic Course and a two-year Advanced Course.

The Basic Course is taken during the first and second years and covers management principles, national defense, military history, leadership development, military courtesy, customs and traditions of the military, and physical training. There is no obligation for participation in the Basic Course. Some or all of the Basic Course requirements may be waived by the Professor of Military Studies for those who have completed Junior ROTC programs or have previous military experience. For more information see the Military Studies section under Courses of Instruction.

The Advanced Course is limited to students who have completed (or have received credit for) the Basic Course and have demonstrated the leadership and scholastic potential to become an officer. The course provides instruction in advanced leadership development, military history, training management, organization and management techniques, tactics, logistics, and the military justice system. Advanced Course students attend the six-week ROTC Leadership Development and Assessment Course (LDAC) at Fort Lewis, Washington, during the summer between their junior and senior year. Students receive travel expenses, room and board, medical and dental care, and a salary while attending the LDAC.

The ROTC program offers Davidson students the opportunity to participate in numerous challenging and rewarding extracurricular activities such as adventure training, social events, and community service activities. Both men and women may enroll in ROTC and apply for Army ROTC Scholarships. High School seniors applying to Davidson College may compete for four-year merit scholarships. Davidson College students may apply for two- and three-year scholarships. Army scholarships provide up to full tuition, an allowance for books, and a personal expense stipend.

A Davidson student may also participate in other military programs. See “Outside Resources” in the section on Admission and Financial Aid.

SPECIAL STUDY OPTIONS

THE CENTER FOR INTERDISCIPLINARY STUDIES: The Center for Interdisciplinary Studies offers students the opportunity to design their own interdisciplinary majors or develop interdisciplinary independent study courses with members of the Davidson faculty. More information is found under the section “Courses of Instruction.”

CHARLOTTE AREA EDUCATIONAL CONSORTIUM (CAEC): The Charlotte Area Educational Consortium is composed of more than 20 colleges and universities in the greater Charlotte area. Through the CAEC students taking a full course load at Davidson may, during the regular academic year, take an additional course (one not normally offered at Davidson) at no extra cost by cross-enrolling at another CAEC institution. Students must provide their own transportation to the institution at which they are cross-enrolling. Additional information is available in the Registrar’s Office.

CONTRACT COURSES: Students may arrange with individual professors to take specific courses on a contract basis during the summer. Tuition for contract courses is announced annually. Contracts are available in the Registrar’s Office. A completed and filed contract constitutes registration.

DAVIDSON-BROUGHTON HOSPITAL PSYCHOLOGY PROGRAM: During the summer, Davidson offers a one-course program in Clinical Psychology at Broughton Hospital in Morganton, N.C. Students receive credit for Practicum in Psychology (Psychology 290). The program includes supervised work in the service units of the hospital.

DAVIDSON-HOWARD UNIVERSITY PROGRAM: Davidson and Howard University in Washington, D.C., have a cooperative arrangement that allows Davidson students to study for a year at Howard. Additional information is available in the Dean of Students Office.

DAVIDSON-MOREHOUSE COLLEGE EXCHANGE PROGRAM: This program provides an opportunity for students to matriculate at an institution which is culturally and racially different from their home institution. The exchange of students is on a one-to-one basis for a semester or a year. Additional information is available in the Dean of Students Office.

DAVIDSON IN WASHINGTON PROGRAM: The Political Science Department sponsors the Davidson in Washington program, an eight-week summer session of work and study in Washington, D.C. Students serve as interns in Congressional offices, government agencies,

or interest group offices and take part in a symposium conducted by a Davidson faculty member in residence. They earn two course credits. The program is open to a limited number of rising juniors and seniors. Participants must have a 2.5 grade point average.

INDEPENDENT STUDY: Independent studies and tutorials allow students to work on topics of special interest and in exceptional cases to design a personal course of study with the approval of a faculty member who supervises the student and determines the means of evaluation.

MEDICAL INTERNSHIPS: Davidson College has a cooperative arrangement with the Carolinas Medical Center that provides students interested in medicine or medical research with internship and independent study opportunities in a clinical hospital environment. These experiences are normally arranged through the Premedical Studies or Medical Humanities Programs.

SCHOOL FOR FIELD STUDIES: Davidson College is affiliated with the School for Field Studies, enabling students to participate in a semester-long or month-long program studying environmental issues. Students must apply for acceptance to the School for Field Studies. The semester and summer programs concentrate on international environmental issues at one of five SFS research centers: British West Indies; Baja, Mexico; Costa Rica; Australia; or Kenya. Accepted students register for Biology 381, 382, 383, and 384 for semester programs and for Biology 105 or 385 (for summer programs).

STUDENT RESEARCH OPPORTUNITIES: Advanced students may apply for summer research opportunities with faculty who receive externally funded or Davidson College faculty study and research grants. Some research projects result in collaborative papers that are presented at professional conferences. Students may receive a stipend as a research assistant and are also eligible to apply for a limited number of "summer supplemental housing grants" which help defray the expense of remaining on campus for eight to ten weeks. The Abernethy Endowment, the Dean Rusk International Studies Program, the Summer Research Program, and the Kemp Scholars Program also provide students with funding for study and research projects during the summer or the academic year. Application guidelines and due dates for each program are announced annually.

ACADEMIC SUPPORT

THE LIBRARY

The E.H. Little Library is located immediately behind Chambers (the central academic building) near the student center and dormitories and is very convenient for the whole academic community. The 100,000 square-foot building is open 106 hours a week. Those wishing to study after the usual 1:00 a.m. closing time may use the 24-hour study room.

Since the founding of the college, the faculty has played a key role in the development of the collection, which today stands at over 600,000 volumes, mostly selected by the faculty. The resulting collection is one carefully evaluated by scholars for appropriate use at Davidson. Approximately 2,000 periodicals are received along with 600 serial publications and many daily newspapers. Complete runs of the major local and national papers such as

The Charlotte Observer, *The New York Times*, *The Times* (London), *The Washington Post*, and *The Atlanta Constitution* are available. Evans' *Bibliography of Books Printed in America from 1639-1800*, and Shaw & Shoemaker's *Checklist of American Imprints, 1801-1819* contain on microfiche every American book printed during that time period. Early English Books Online (EEBO) contains digitized images of over 125,000 British books, pamphlets, and more published between 1475 and 1700. Since 1883 the library has been a U.S. Government depository, and that collection numbers over 200,000 items.

Almost 1,000 students and faculty members come to the building each day, checking out about 90,000 items a year. A professional librarian is on duty most hours the library is open to help students or faculty members find needed materials. Reference librarians are available to speak to classes regarding research methods in the various disciplines. Over fifty students, most on work-study assignments, are employed in the library each year.

The library employs a sophisticated, integrated web-based computer system. From the library's home page it is easy to search CHAL (Computerized Help at Little Library), named for the late Director Emeritus Dr. Chalmers G. Davidson, which offers computer access to all the library's books and many government documents by author, title, and subject, as well as having keyword and advanced search capabilities. Many periodical indexes (e.g., *Readers' Guide to Periodical Literature*) are also available electronically. There is online access to daily newspapers from around the country and around the world. The library subscribes to many electronic full-text journals including those from Project Muse and JSTOR. NC-LIVE, a state-wide access to many data bases and thousands of full-text journals, is also available.

Materials that are not found in the library may be obtained through interlibrary loan from a wide variety of libraries across the state and nation. A telefacsimile machine is available for student and faculty use. The internet, as well as the telefacsimile, provides fast delivery of requested copies of articles from other libraries.

Students have access to the campus network via computers found on each floor of the library. Wireless connectivity is also available. Laptop computers may be checked out at the Circulation desk; a public scanner is available; and there are assisted technology stations available for students with physical, visual, or learning disabilities. Cataloguing and interlibrary loans are facilitated by the library's participation in OCLC, and SOLINET (Southeastern Library Network), national and regional computer networks.

The Davidsoniana Room features several thousand books by and about Davidson alumni and faculty members. Woodrow Wilson, who attended Davidson in 1873-74, Dean Rusk, Class of 1931, and Davidson's three North Carolina governors are represented. The legendary Peter Stuart Ney, who designed the college seal, is also featured. The Rare Book Room contains many exotic works including incunabula, autographed editions, examples of fine printing, a first edition of the world's first great encyclopedia, *Encyclopédie, ou Dictionnaire raisonné des sciences, des arts et des métiers, par une société de gens de lettres* (1751-1765) by Diderot, and the Cumming Map Collection.

The building is named for E.H. Little of New York and Mecklenburg County, who gave \$1 million towards the construction. At his death, he left \$1 million as an endowment for the upkeep of the building. There are endowed book funds for acquisitions that now approach six million dollars.

The music library is located in the Sloan Music Center. Open 87 hours a week, this modern facility houses over 12,000 recordings, scores, videos, and books, all of which are listed in CHAL, the online library catalogue. Listening and viewing stations are available throughout the library.

The recent addition of electronic reserves makes it possible to listen to music reserve

materials anywhere on campus. A full-time librarian is available to assist faculty, students, staff, and the greater college community.

INFORMATION TECHNOLOGY SERVICES

Computing is an important activity at Davidson. Computing tools are used extensively in all disciplines of the academic program. A growing number of courses require that students use computers to create Web pages, submit assignments, and prepare presentations. Many more encourage such use and provide opportunities for student involvement in computing.

Computing and networks for instruction, research, and administration are supported by Information Technology Services (ITS). Separate servers are used for administration and instruction in order that optimal services can be given to each without compromise by the other. The ITS staff includes specialists in programming, personal computing, instructional technology, system management, data communication, and telecommunications. Training and support for students, faculty, and staff using personal computers and other college technology resources are important activities of the department.

All computing services for students are free. Every residence hall room includes ethernet jacks for connecting students' personal computers to the campus network. Every student has an electronic mail account. Public-access personal computers are available in several academic buildings including the library. The Student Computing Center houses the largest personal computer lab, which is open more than 100 hours per week. Student assistants are on duty to answer questions, assist new users, and assure proper operation of printers and other equipment. A help desk is also available to troubleshoot student, faculty, and staff computer problems and questions. Faculty members and departments often arrange for special training programs tailored for a particular course or application. Individual office consultations are available to assist faculty and staff with software applications.

A campus-wide high speed data network connects all buildings and residence halls. The campus is connected to the Internet. Faculty from a variety of departments schedule their classes and laboratory sections in computer classrooms equipped with Macintosh or Windows personal computers, each connected to the campus network. In addition, there are more than 1000 Windows and Apple Macintosh computers on the campus.

EDUCOM CODE: The statement below, known as the EDUCOM Code, is the policy of Davidson College. Members of the college community abide by its provisions.

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

ACADEMIC ASSISTANCE

CHEMISTRY HELP CENTER: (located in Martin Chemical Laboratory 328): Select chemistry majors and minors are available without appointment Sunday through Thursday evenings, during the fall and spring semesters to assist students enrolled in Chemistry 104, 105, 106, 110, 115, 201, 202, and 215 with concepts, problem sets, and laboratory assignments. The Center is funded by the Chemistry Department. The assistance is free for all students.

MATH CENTER: Peer tutors are available evenings during the academic year on a drop-in basis to assist students enrolled in Calculus I and II with concepts, applications, and use of the graphing calculator. The Mathematics Department coordinates the Center and supervises the peer tutors. This assistance is free for all students. The student's professor will provide further information.

SPEAKING CENTER: (located in Chambers North Wing lower-level): Peer tutors are available to assist any student with both general and discipline-specific problems for such curricular and co-curricular presentations as speeches, group projects, and interviews. Assistance is available for dealing with such areas as speech anxiety, topic selection, research strategies, organization, and effective delivery. Resources include a media-equipped classroom for presentations, private rooms for tutorials, and digital video recorders to record presentations for analysis. Students may purchase DVD-Rs at the College Bookstore if they wish to retain a copy of their presentation. The Director of the Speaking Center, a professor of Communication Studies, teaches courses in principles of oral communication and communication studies and provides training and supervision for the peer tutors. Tutorials are free for all students.

TUTORING PROGRAM: The Office of the Dean of Students coordinates a tutorial program for students desiring academic assistance. Specially trained students who are well-versed in the subject matter are available to tutor in most subject areas. Students pay their tutors directly. Grant subsidies are available for students receiving need-based financial aid.

WRITING CENTER: (located in Chambers North Wing lower-level): Peer tutors are available to assist any student with both general and discipline-specific writing problems at any stage in the writing process. The Director of the Writing Center, a member of the English Department, teaches writing courses and provides training and supervision for the peer tutors. Tutorials are free for all students.

LABORATORIES AND STUDIOS

KATHERINE AND TOM BELK VISUAL ARTS CENTER: This 43,000 square foot building, designed by the architect Graham Gund, houses classroom facilities for painting, drawing, printmaking, and sculpture. Art history is taught in the Semans Lecture Hall equipped with video and sound technology and in a seminar room, which

doubles as a study room for art history slides and images. The Visual Arts Center contains two public galleries as well as studios and offices for faculty, the gallery director, slide collection and curator, and staff. Declared majors with an emphasis in studio art may apply for one of the eight individual student studios in the building.

CHARLES A. DANA SCIENCE BUILDING: The Dana Science Building contains classrooms and laboratories for instruction and research on three floors. Two floors house the Physics Department, where there are special facilities for student-faculty research in the areas of atomic and molecular physics, condensed matter physics, laser spectroscopy, theoretical physics, and computational physics. Student laboratories are used for the study of introductory physics, electronics, optics, and advanced physics. All labs contain networked, Pentium-based computers. Major instrumentation includes a diode-pumped Nd:YAG laser coupled to a Ti-sapphire ring cavity, two pulsed Nd:YAG dye laser systems, a CO₂ laser system, a 1.3-m scanning monochromator, a Fourier transform infrared spectrometer, a differential scanning calorimeter, wavemeters and spectrum analyzers, a transient capacitance spectroscopy system, liquid helium and nitrogen cryostats, a Penning ion trap, and a 2-Tesla electromagnet. This equipment is used to study alkali atoms, negative ions, cellular and molecular biophysics, semiconductors, and doped insulators. Dana also houses the Physics Computation Center, which contains high-end workstations for science computation. The second floor of the Dana Science Building houses the cell and molecular facilities for the Biology department. There are two teaching laboratories where biochemistry, genetics, cell biology, microbiology, immunology, and developmental biology are taught. Student-faculty research facilities include research laboratories in genetics, genomics and proteomics, developmental neuroscience, and immunology. Specialized equipment rooms support student-faculty research and house major instrumentation including a DNA sequencing setup, DNA and RNA hybridization systems, PCR equipment, 96-well microplate reader, tissue culture facilities, a confocal microscope, inverted microscopes, epifluorescence microscopes, and image analysis work stations.

MARTIN CHEMICAL LABORATORY: The building houses a lecture hall, a seminar room, a computer lab, five instructional laboratories, seven laboratories devoted to student-faculty research, and several instrument rooms. A chemistry library—which features 4,700 books and 75 journal subscriptions, as well as online access to all American Chemical Society Journals—is also in this building. Major instrumentation includes a 400 MHz Fourier transform nuclear magnetic resonance spectrometer, a Fourier transform infrared spectrophotometer, and instruments for atomic absorption, ultraviolet-visible, circular dichroism, and fluorescence spectroscopy. Separation systems—such as an ion chromatograph, high performance liquid chromatograph, gas chromatographs, and a GC-mass spectrometry system—are also available. Other equipment includes electrochemical and electro analytical instruments, a laboratory microwave system, a pulsed dye laser, a polarized light microscope, a cold room for biochemical studies, and an aerosol flow cell-FTIR to study atmospheric heterogeneous chemical reactions. In addition the building features a computational cluster for molecular mechanics, protein structure determination, and quantum mechanical calculations.

WATSON LIFE SCIENCES BUILDING: The Watson Life Sciences Building houses laboratories for instruction and research in biology and psychology. Special facilities are available for student-faculty research in the areas of animal behavior, behavioral

neuroscience, cell biology, child development, clinical psychology, conservation biology, ecology, entomology, industrial-organizational psychology, microbiology, physiology, population biology, psychopharmacology, attention and perception, social psychology, socioecology, and virology. Major instrumentation includes computer stations in teaching laboratories, water purification systems, incubators and growth chambers, standing and countertop centrifuges, phase contrast microscopes, an autoclave, a -70° freezer, ecological sampling equipment, global positioning system, computer based physiology equipment, operant chambers, a computer controlled radial maze, and equipment to measure motor behavior, locomotor activity, and the conditioned rewarding effects of drugs. Watson also houses the animal care facilities.

INSTRUCTIONAL TECHNOLOGY & MEDIA SERVICES: Located in the south wing, lower level of the Chambers Building, the Office of Instructional Technology & Media Services includes the Language Resource Center (LRC), the Center for Instructional Technology (CIT) and the Connolly Media Lab. The office supports college needs related to classroom technology, portable media equipment, television and satellite downloads, digital media services, short term loaner equipment, and media services for live events.

The Language Resource Center primarily serves Davidson's foreign language and Classics community and contains a laboratory classroom equipped with 22 multimedia workstations and projection equipment. All workstations provide fast internet access, learning materials related to foreign languages and cultures, and multimedia software and equipment. In addition to hosting language classes, the LRC is available to all classes by reservation and offers students the opportunity to hear, read, write, and produce foreign language and other class materials on their own time.

The Center for Instructional Technology is a curricular development center for all Davidson faculty containing multimedia software and equipment for both Macintosh and Windows workstations. The Instructional Technology Group (ITG) is composed of staff with expertise to assist faculty as they apply technology to teaching and learning. All members of the ITG are available to faculty for training, consultation, and assistance in preparing materials for classroom use.

The Connolly Media Lab is a digital video editing lab for campus video projects. Access, training and support for non-linear video and audio editing in the lab are available to faculty, students and staff by request.

MUSIC FACILITIES: The Music Department occupies the Sloan Music Center. The departmental and faculty offices, two classrooms, and the Music Library are on the main level. The wing devoted to the Music Library preserves and maintains collections of music scores, reference books, videos, DVDs and CDs, and has four listening stations, four computer-based multi-media stations, and a small group listening/viewing room.

The Tyler-Tallman Recital Hall on the upper level seats 175 and provides an intimate performance space for student recitals, lectures, and master classes. Available on the stage are a Kingston Harpsichord and two concert grand pianos: a New York Steinway "D" and a Hamburg Steinway "D." A spacious instrumental hall and a large choral room equipped with a Steinway "D" offer students excellent ensemble rehearsal spaces.

The lower level houses piano, voice, and high string studios and includes instructional spaces for string, wind, and brass teachers. A state of the art electronic music studio, a recording studio, and a keyboard laboratory are located here. There are seven spacious practice rooms, fully soundproofed and equipped with pianos and stands, as well as multi-functional classroom/small ensemble rehearsal space. The student lounge with vending areas, lounge chairs, and study tables sits in the center of this level.

Other venues for the Music Department's concerts are the Duke Family Performance Hall with a drop-in acoustical shell and a Steinway "D" concert grand piano, the Carnegie Guest House living room with its Bösendorfer Imperial grand piano, and the sanctuary of the Davidson College Presbyterian Church, which is the site of many choral concerts and the annual Christmas Vespers Service.

THEATRE FACILITIES: Mainstage theatre productions take place in the Duke Family Performance Hall. The Hall is a state of the art theatre with a seating capacity of 625 and a 48 line fly system. Our second stage series, including student directed one-acts, are performed in the 289-seat Hodson Hall or the 100-seat black box theatre, both in the Cunningham Fine Arts Building.

GENERAL INFORMATION AND REGULATIONS

Admission and Withdrawal

The Admission and Financial Aid Committee is responsible for setting the criteria for admitting students to Davidson College. All withdrawals, voluntary or involuntary, are processed through the Office of the Dean of Students.

Course Enrollments

The Schedule of Courses for each semester lists the course offerings planned at the time of the publication of the schedule. The document is not a contract; the college reserves the right to alter course offerings if enrollments or resources require. Further, the college cannot guarantee that a student will be able to enroll in any particular course. Enrollments are guided by stated course ceilings, stated prerequisites, space requirements, a random number registration priority system, and academic quality determinations.

Course Loads

The normal academic load is four or five credit courses per semester. Students who have extra credits may elect a three-course load in any one semester of the senior year or spring semester of the junior year. During the regular academic year, there is no reduction in tuition for a reduced course load, nor is there an additional fee for an overload. (Each Davidson course credit is equivalent to four semester hours.)

Class Attendance

Regular class attendance is the student's obligation, and the student is responsible for all the work of all class meetings. A student who is absent from more than one-fourth of the course meetings scheduled by the instructor shall be assigned a grade of "F" unless

the instructor specifies a different policy at the beginning of the course. Students should note that each professor has the discretion to establish the attendance policy in each class.

The Committee on Educational Policy reviews schedules for athletic and other college-sponsored extracurricular activities to insure minimal necessary class absences and to require early notification to students and professors of schedule demands that conflict with class times.

Schedule Adjustment Period

At the beginning of each academic year, the Registrar distributes procedures for Schedule Adjustment which may include a pre-semester period and periods during the first week of each semester to drop and add, periods during the second week of each semester to drop and add with written approval of the professor of the course to be added. A \$20.00 late fee is charged for courses added or dropped after the first week of the semester. After that time, a student who drops a course without special permission from the Dean of Students (for medical or psychological reasons) or the Dean of the Faculty (for specific educational reasons) receives an "F" in the course.

Grading System

Each instructor reports grades at the end of each semester. The grading system is:

A	4.0 grade points	B-	2.7 grade points	D+	1.3 grade points
A-	3.7 grade points	C+	2.3 grade points	D	1.0 grade point
B+	3.3 grade points	C	2.0 grade points	F	0.0 grade points
B	3.0 grade points	C-	1.7 grade points		

There is no percentage-based institutional numerical standard or equivalent for the grades issued by individual faculty members.

Special grades are issued as follows:

- I Incomplete; student has not completed final work.
- P/FI Pass or Fail for course taken on a Pass/Fail basis; to earn a Pass, the student must perform at the level of "C-" or above. See the Academic Regulations for additional P/F information.
- LA Laboratory—ungraded, no separate credit is awarded.
- WA Authorized Withdrawal; recommended by the Dean of Students or the Dean of the Faculty.
- UG Ungraded credit; credit transferred from another institution or Davidson Study Abroad credit.
- NG No grade received from the professor.

Transfer Credit

The Registrar evaluates all transfer credit. The host college must be accredited for a "liberal arts and general" program or analogously accredited in countries outside the United States. The course must be consistent with the academic objectives of Davidson College. In order to receive credit, the student must earn the grade of "C-" or higher.

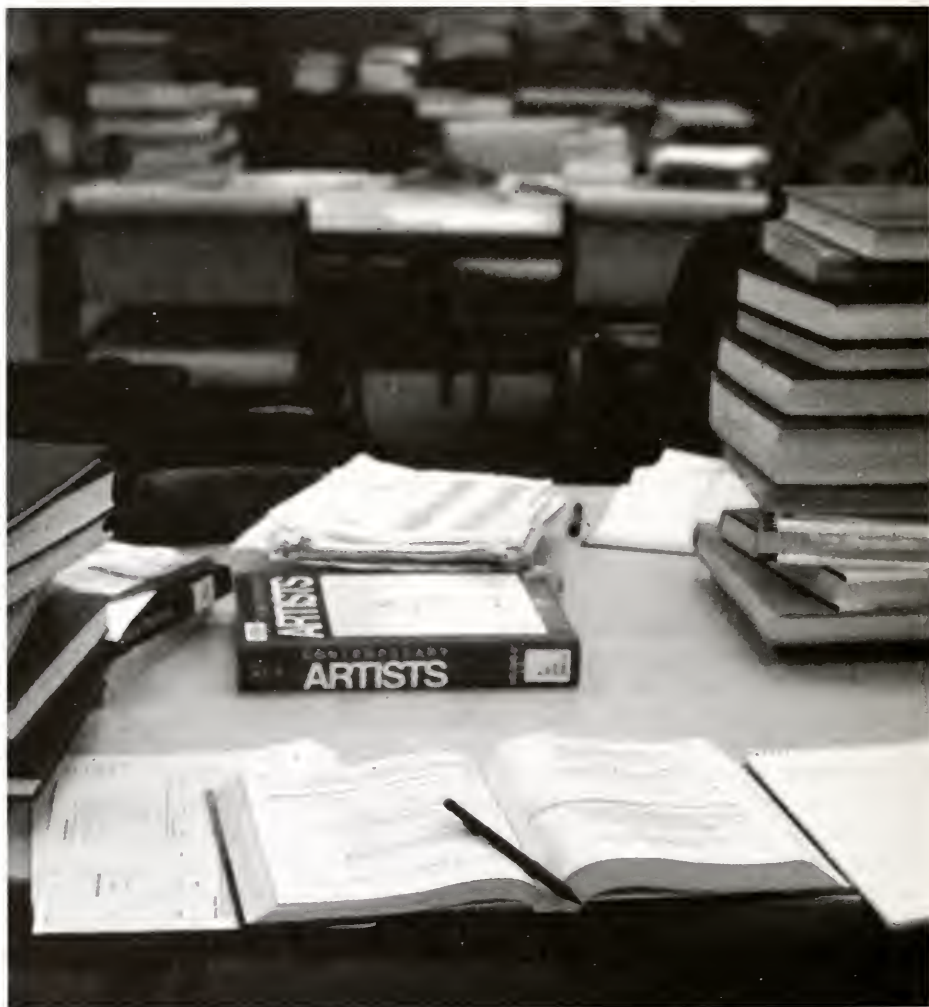
Transfer credit assigned at Davidson is on an ungraded basis (UG) and is not used in computing the grade point average. Transfer credit is limited to 16 courses (or no more

than one-half of the courses for graduation) and no more than one-half of the courses used to satisfy major requirements. Individual departments may employ additional restrictions. Other guidelines for transfer credit may apply: further details may be found on the "Authorization to Transfer Credit" form in the Registrar's Office.

A student who has previously obtained a Bachelor's degree from Davidson or from another institution may not receive a second degree from Davidson using credit from the previous degree.

Self-Scheduled Exams

The ultimate expression of Davidson's Honor Code is the self-scheduling of semester examinations for most classes. The academic calendar provides ten or eleven three-hour examination periods at the end of each semester during which students may take examinations on a self-scheduled basis. The Honor Council, the Student Government Association, and the Office of the Registrar administer self-scheduled exams.



COURSES OF INSTRUCTION

ANTHROPOLOGY

Professors: Fairley, Ringle (Chair)

Assistant Professors: Cho, Lozada (on leave 2006-07)

Core Requirements: Any course in anthropology numbered 370 or under may be counted toward fulfillment of the core requirements for social sciences. However, first-year students are encouraged to take 100- and 200-level courses rather than more advanced courses.

Cultural Diversity Requirement: Anthropology 220, 221, 222, 232, 240, 251, 253, 257, 265, 340, 341, 350, 354, and 356 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses, including:

1. Introductory Cultural Anthropology (101),
2. one approved course in biocultural anthropology (e.g., 102, 270, 271, 340, 375),
3. one approved course in archaeology (e.g., 108, 207, 208, 251, 354, 356),
4. Theory in Anthropology (370),
5. a methods course (371),
6. Senior Colloquium in Anthropology (490),
7. four additional courses (at least two numbered 300 or above).

Normally, seven of the ten major courses should be taken in residence at the college. A maximum of three 100-level courses and two independent studies may count toward fulfillment of major requirements. A current list of departmental offerings satisfying the biocultural and archaeological requirements will be posted on the departmental Web page. Courses taken at another institution may be applied to major requirements with prior written permission. College policy is that Pass/Fail courses taken at Davidson may not be applied toward the major without departmental approval.

Minor Requirements: Six courses, at least four of which must be taken in residence at Davidson College, including Anthropology 101 or 102 or 108; 370; and four other courses in anthropology, including one numbered 200 or above and one numbered 300 or above. Normally, courses taken on a Pass/Fail basis at Davidson may not be counted toward the minor.

Honors Requirements: A major desiring to become a candidate for honors in anthropology must apply in writing to the department at the beginning of the fall semester of the senior year. Applicants must have an overall GPA of 3.2 and a GPA of 3.5 in all course work taken in the major at the time of application. To receive honors, a student must, in addition to maintaining this level of performance, receive a grade of at least A- on the honors thesis (499), as well as departmental recommendation. Further conditions are posted on the departmental Web page.

101W (COMP) FIRST-YEAR SEMINAR: SPORTS, CULTURE, AND SOCIETY

Lozada

Survey of the social and cultural impact of sports throughout the world. Topics include the impact of sports on globalization, the commodification of culture, childhood socialization, gender ideologies, national and ethnic identity, and popular culture. Satisfies the core requirement in composition. Note: Open only to first-year students. (Not offered 2006-07)

101 INTRODUCTORY CULTURAL ANTHROPOLOGY

Fairley

Cross-cultural study of the nature of systems of knowledge and belief, social and political institutions, economic behavior, and human ecological adaptation. Anthropological approaches to traditional tribal and peasant societies as well as complex contemporary societies. (Fall and Spring)

102 HUMANKIND EVOLVING

Cho

Introduction to humanity's biological heritage. Topics include introductory evolutionary theory, population genetics, primate biology and behavior, and the primate fossil record. Principal emphasis upon fossil evidence for human evolution, with particular focus on biological adaptations and the emergence of culture. (Fall)

108 INTRODUCTION TO ARCHAEOLOGY

Ringle

Introduction to how archaeologists reconstruct the past. Methods of dating, artifact analysis, excavation, and interpretation, using examples drawn from prehistory. Contributions of archaeology to anthropology, as well as the use of other disciplines by archaeologists. (Not offered 2006-07; offered in alternating years)

205 ETHNIC RELATIONS

Fairley

(Cross-listed as Sociology 205). Comparative and historical study of social processes related to ethnic differences in modern complex societies. Readings in theoretical and descriptive literature, focusing on issues of unequal distribution of power and privilege, racism, and ethnic prejudice. (Fall)

207 FORAGERS, FARMERS, AND CHIEFS OF THE ANCIENT WORLD

Ringle

The development of human society from the late Ice Age through complex agricultural communities. Topics include hunting and gathering, post-glacial adaptation, world colonization, causes and consequences of agriculture, and the rise of social inequality. Examples include the Near East, Europe, North America, and Polynesia. (Not offered 2006-07; offered in alternating years)

208 EARLY CITIES AND STATES

Ringle

Archaeology of prehistoric and early historic complex societies. Early chiefdoms and states of South America, Egypt, and Asia. Anthropological theories of state formation, including the roles of ecology, ideology, technology, warfare, and economic organization. (Not offered 2006-07; offered in alternating years)

222 AFRICAN CIVILIZATIONS

Fairley

African civilizations and their influence on the histories of Europe and the Americas. Two major regional civilizations will be examined, including the impact of European colonization in the 19th century. (Fall; offered in alternating years)

232 CONTEMPORARY GHANAIAN SOCIETY AND CULTURE

Fairley

Examination of the Ghanaian family, gender roles, religious beliefs, social stratification, political economy, and inter-ethnic relations. Special emphasis is placed on understanding the legacy of colonialism and efforts to develop a national culture. (Not offered 2006-07; offered in alternating years as part of the Davidson in Ghana summer program)

251 MESOAMERICAN CIVILIZATIONS

Ringle

Origins and development of the major civilizations of Mexico, Guatemala, and Belize from the earliest times to the Spanish conquest. Emphasis upon the Olmecs, Mayas, Toltecs, and Aztecs. Examination of social and political organization, economic systems, ecological adaptations, major artistic achievements, and writing systems. (Fall)

257 THE AFRICAN CONTINUUM

Fairley

African cultural influences on the formation of the cultures of the United States, the Caribbean, and Central and South America. Emphasis on the dynamic nature of African culture in the Americas as shaped by historical and social forces. *Prerequisite: Anthropology 101.* (Fall)

261 SCIENCE, RELIGION, AND SOCIETY

Lozada

Inquiry into the production and cultural meanings of scientific knowledge and technological change. Comparison of the function and rhetoric of scientific "truths" to other modes of truth-production, such as religion, and consideration of the cultural production of the language of science. Topics include the conflict and dialogue between science and religion, rationality, ethics and the practice of science, environmental issues, and social change. (Not offered 2006-07; offered in alternating years)

265 CONTEMPORARY CHINESE SOCIETY AND CULTURE

Lozada

Examines Chinese society from the bottom up, with an emphasis on the structure of everyday life. The periods under examination include pre-revolutionary China (including Taiwan and Hong Kong), socialist China, and post-socialist China. Topics include marriage and reproductive strategies, lineage organization, inheritance patterns, gender roles, and religion and life cycle rituals. (Not offered 2006-07; offered in alternating years)

270 BIOCULTURAL PERSPECTIVES ON RACE

Cho

Examines the concept of race from a biocultural perspective, deconstructing race by exploring evidence from population genetics and human origins. Contemporary racial issues such as classification of racial/ethnic groups, intelligence, and achievement are explored. (Not offered in 2006-07; offered in alternating years)

271 HUMAN VARIATION AND ADAPTATION

Cho

Human biological variation among and within living populations. Evolutionary, genetic, ecological, demographic, and especially cultural factors that contribute to biological variation are explored. Topics include biological adaptations to hot/cold climates, high altitudes, and lactose intolerance, among others. (Spring)

272 FORENSIC ANTHROPOLOGY

Cho

The application of the techniques used in biological anthropology to the law. Various topics and methodologies related to the identification of human skeletal remains, including the excavation of human remains, estimation of age-at-death, trauma and analysis, cause and manner of death, and mass disasters, are introduced. (Not offered 2006-07; offered in alternating years)

310 POLITICS, SOCIETY, AND CULTURE

Lozada

Examines authority, organization, and power using the comparative perspective. Topics include the acquisition and legitimization of authority, comparative political systems, local level politics, the connections between local and wider political systems, cultural and symbolic aspects of power and legitimacy, and social movements in a variety of cultural contexts. (Not offered 2006-07; offered in alternating years)

340 MEDICAL ANTHROPOLOGY

Cho

Cross-cultural study of belief systems concerning health and illness, practices of diagnosis and treatment, and roles of patients and practitioners. Western biomedicine and non-Western health care systems are examined. The interaction of ecological and cultural actors that influence disease manifestations, and the bio-cultural context of sickness and therapy are explored. (Fall)

341 GLOBALIZATION

Fairley

Explores globalization and the social and cultural processes transforming local life throughout the world. Introduction to the impact of global capitalism, transnational culture and political flows, and the role of global non-government organizations in different regions. Topics include global capitalism, state power and sovereignty, diaspora ethnicity and migration, and the localization of transnational culture. (Spring; offered in alternating years)

343 GENDER, POWER, AND CULTURE

Lozada

Explores how gender ideologies shape the exercise of power upon men and women in different societies and cultures. Topics include the construction of masculinity and femininity, commodification and consumption of gender, social position, agency, and the political economy of gender. Emphasis on developing an understanding of different theoretical perspectives in the cross-cultural study of gender. *Prerequisite: Anthropology 101 or permission of the instructor.* (Not offered 2006-07; offered in alternating years)

350 ART, SOCIETY AND CULTURE

Fairley

Cross-cultural study of the visual and performing art traditions of selected non-western societies. In addition to examining the major theoretical approaches to the study of art, the course will explore non-western aesthetic systems, relationships between art and social structure, gender and artistic production, and art as mediator between the sacred and the secular. *Prerequisite: Anthropology 101 or 222.* (Spring)

354 ART AND WRITING OF THE ANCIENT MAYA

Ringle

The sculpture and painting of the ancient Maya, including an introduction to hieroglyphic decipherments concerning Maya dynastic history, warfare, and political organization. Other topics include Maya myth, ritual, and astronomical knowledge. (Spring)

356 ART, MYTH, AND HISTORY OF ANCIENT CENTRAL MEXICO

Ringle

Study of Aztec and Mixtec religion, ritual, and philosophy as exemplified in works of art, architecture and civic planning, literary works, and painted books (codices). Case studies include the Aztec Great Temple, the Codex of Borgia, and the Codex Nuttall, as well as the art of the ancestral city of Teotihuacan. (Not offered 2006-07; offered in alternating years.)

370 THEORY IN ANTHROPOLOGY

Lozada

Theoretical and interpretive perspectives in modern cultural anthropology. Issues include functionalism, historical analysis, cultural evolution, ecology, cultural materialism, structuralism, and symbolic analysis. Writings of major thinkers, including Radcliffe-Brown, Harris, Levi-Strauss, Douglas, Geertz, Turner, Godelier, and Sahlins. *Prerequisite: Anthropology 101 or permission of instructor.* (Fall)

371 ETHNOGRAPHIC WRITING AND RESEARCH

Lozada

Approaches to ethnographic and ethnohistorical research and analysis in cultural anthropology. Examination of selected studies that demonstrate a variety of approaches to the study of single cultures and to cross-cultural comparisons. Students design and complete research projects. An approved off-campus ethnographic field school course may be substituted if applying this course to an anthropology major. *Prerequisite: Anthropology 101 or permission of the instructor.* (Spring)

375 HUMAN OSTEOLOGY

Cho

Identification of bones in the human skeleton and basic skeletal biology. Osteological methods and analyses applicable to bioarchaeology and forensic anthropology are introduced. *Does not satisfy social science core requirement.* (Spring)

377 IMAGING THE EARTH

Ringle

The use of geographical information systems (GIS) to analyze, model, and present spatial relationships in the biological and social sciences. Course is computer-based and emphasizes individual research projects. *Does not satisfy social science core requirement.* (Not offered 2006-07; offered in alternating years)

380-385 SEMINARS IN ANTHROPOLOGY

Staff

One-time seminars in selected topics in anthropology. Topics announced in advance.

382 ANTHROPOLOGY OF VISUAL CULTURE

Fairley

An examination of the major theoretical approaches to the study of visual culture. Fieldwork is an essential component of this course, thus students will be trained to produce short ethnographic videos on American culture. *Prerequisite: Anthropology 101.* (Not offered in 2006-07; offered in alternating years)

395-396 INDEPENDENT RESEARCH IN ANTHROPOLOGY

Staff

Independent research under the direction of a faculty member who reviews and approves the topic(s) of the research and determines the means of evaluation. *Prerequisites: Sophomore or junior standing, two courses in anthropology, and permission of the instructor.* (Fall and Spring)

490 SENIOR COLLOQUIUM IN ANTHROPOLOGY

Ringle

Advanced seminar required of all senior majors, exploring in depth an anthropological issue of critical importance. Students choose a topic related to this issue and prepare seminar presentations and a major research paper. (Fall)

495-496 INDEPENDENT RESEARCH IN ANTHROPOLOGY

Staff

Independent research under the direction of a faculty member who reviews and approves the topic(s) of the research and determines the means of evaluation. *Prerequisites: Senior standing, two courses in anthropology, and permission of the instructor.* (Fall and Spring)

499 HONORS THESIS

Staff

Research and writing of the honor thesis; departmental oral examination. Open to qualifying senior majors. *Prerequisite: Departmental permission.* (Fall)

ART

Professors: Jackson, Ligo, Serebrennikov (Chair),

S. Smith, Warren

Associate Professor: Savage

Affiliated Professors: Krentz (Classics), Thomas (History), Toumazou (Classics)

Core Requirement: Any course numbered below 320 will satisfy the arts requirement.

Cultural Diversity Requirement: Art 102, 226, 228, and 332 are options for fulfilling the cultural diversity requirement.

Major Requirement: A major is offered in art with emphasis in studio or art history. In either case the requirement is eleven courses, to be divided as follows:

Emphasis in Studio: Two courses in art history, one of which must be Art 100, and nine studio courses, including Art 397 in the junior year and Art 401 in the senior year.

Emphasis in Art History: Two courses in studio below the 300-level, and nine art history courses, including 100, 400, and 402.

Honors Requirement: Students having a 3.2 overall average and at least a 3.5 average in the major may apply to the faculty for participation in the honors program.

Honors in Studio: The exhibition requirement under Art 401 will be completed in the fall semester of the senior year. In the spring semester the student will present a second exhibition of new work based on a consistent series and must score a grade of A on the oral examination. All work for honors in studio will be in addition to both the major requirements and the requirements for graduation from Davidson College.

Honors in Art History: Candidates for honors must have a 3.2 overall GPA by the end of the junior year and a 3.5 GPA in art by the time of graduation. For requirements, see Art 496. If, in the opinion of the faculty the thesis does not warrant "Honors," a grade other than "A" will be assigned for Art 496. Further details can be found on the department's Web pages at www.davidson.edu/art.

The department maintains Web pages that introduce the art department and provide links to other sites of interest to the student of art.

ART HISTORY

100 SURVEY OF WESTERN ART

Staff

History of art from prehistory to the present examined in relation to the cultural background in which it was shaped. (Fall and Spring)

102 SURVEY OF ASIAN ART

Thomas

Introduction to major monuments of Indian, Chinese, and Japanese architecture, sculpture, and painting. (Fall)

124 AMERICAN ART

Smith

American art from the early colonial period to the present. Emphasis on Copley, West, Cole, Eakins, Homer, Bellows, Wood, Hopper, and Pollock. (Fall)

200 GREEK ART AND ARCHITECTURE

Toumazou

(Cross-listed Classics 341) Minoan-Mycenaean art and architecture of the Aegean Bronze Age; later Greek art and architecture from the Geometric to the Hellenistic Period. (Fall)

202 ROMAN ART AND ARCHITECTURE

Toumazou

(Cross-listed Classics 342). Art and architecture of the Roman Republic and Empire, including influences of earlier Etruscan and Hellenistic Greek art upon the Romans. (Spring)

206 FROM CATACOMBS TO CATHEDRAL

Serebrennikov

A survey of Christian art in the Middle Ages including art and architecture from the Early Christian tombs in Rome to the earliest illustrated Bibles, Byzantine mosaics, and the Gothic cathedrals in France.

208 RENAISSANCE ART IN NORTHERN EUROPE

Serebrennikov

Painting, sculpture, and the graphic arts from Northern Europe, primarily the Low Countries and Germany, from 1400 to 1550. Major artists, development of oil painting, evolution of devotional imagery, emergence of secular art, effect of widely dispersed graphic images on the culture of this period, and outcome of the Protestant Reformation on the art of this region.

210 RENAISSANCE ART IN ITALY

Serebrennikov

Painting, sculpture, and architecture in Italy from 1300 to approximately 1570. Works by artists such as Giotto, Donatello, Leonardo da Vinci, and Michelangelo, and writers who were their contemporaries: Alberti and Vasari.

212 SEVENTEENTH-CENTURY ART & ARCHITECTURE

Serebrennikov

Painting, sculpture, architecture in Counter-Reformation Italy and the Golden Age of Protestant Holland. Artists including Caravaggio, Rubens, and Rembrandt, as well as issues such as how the differing demands of a Catholic culture and a Protestant economy affected the art of the period.

214 EIGHTEENTH-CENTURY ART

Smith

Eroticism and revolution in painting and sculpture from Tiepolo to David.

216 NINETEENTH-CENTURY PAINTING

Ligo

Developments in the history of painting from 1790–1890. From the emergence of neo-classicism to the variety of responses to the movement which came to be called Impressionism. Emphasis on French painting and parallel developments taking place in England, Germany, and Spain. (Spring)

218 MODERN PAINTING AND SCULPTURE

Ligo

Developments in painting and sculpture that occurred from 1890–1955. From the reaction against Impressionism through Abstract Expressionism. Developments in western Europe during this period and parallel developments occurring in Russia and the United States. Participation in a study tour of the appropriate modern art museums in Washington, D.C., and New York during the semester break is an integral part of the course and, as such, *is strongly recommended*. (Spring)

220 MODERN ARCHITECTURE

Ligo

Developments in architecture that occurred between 1850 and the present. Impact of the industrial revolution upon the development of architectural form. Recent architectural developments with emphasis on the works of Le Corbusier and Frank Lloyd Wright. Participants solve an assigned design problem and present it to the class for critique.

222 PAINTED WOMEN, WOMEN PAINTING

Serebrennikov

As a survey of gender in art, this course's first half examines how women have been represented in Western art and what that implies about the balance of power between the genders over the centuries. The second half of the course deals with the gradual growth of art made by women, the issues addressed by that art, and its reception in American culture of the past century.

228 ISLAMIC ART

Thomas

Architectural and painting traditions under the Umayyad and Abbasid Caliphs and in Moorish Spain, Ottoman Turkey, Safavid Persia, and Mughal India. (Spring)

230 EARTH ART—FROM LASCAUX TO LUTYENS

Ligo

The world history of garden design as a manifestation of humanity's ever changing relationship with the natural world. Important gardens and their creators will be studied in light of the theology, politics, architecture, painting, theatre and stage design, poetry, and philosophy that shaped them.

232 (328) CLASSICS ABROAD: GREEK AND ROMAN ARCHITECTURE Staff
(Cross-listed as Classics 257). Survey of major and minor forms of classical art and architecture. Includes the arts of Byzantium and examples of Medieval and Renaissance art and architecture derived from the classical tradition.

304 THE GOTHIC CATHEDRAL Ligo
Developments in architecture in western Europe from 1000-1500. From the emergence of the Romanesque to the demise of the Gothic. Political, socio-economic, theological context from which these architectural styles emerged. Development in sculpture and stained glass during this period.

318 CONTEMPORARY ART Smith
Major developments in 20th-century painting and sculpture from the beginnings of Pop Art (c. 1955) to the present. (Fall)

320-370 SEMINARS Staff
Courses numbered with even numbers from 320 through 370 are art history seminars limited to ten upperclass students with preference to art majors. They are offered on an irregular basis in areas of special interest to the faculty, including such topics as history of photography, modern and contemporary critical theory, and individual artists.

321 PICASSO AND CUBISM

322 SEMINAR: CLASSICAL GREEK SCULPTURE Toumazou
(Cross-listed Classics 444) (*Further information from Professor Toumazou.*)

324 ART OF SPAIN AND LATIN AMERICA

332 SEMINAR ON INDIAN ART HISTORY Thomas
The seminar begins with the art nurtured by the Tamil dynasties, continues with the art of the Buddhist cave temples, and concludes with an in-depth study of Mughal art. This specially-designed, weekly seminar is offered as part of the Semester-in-India Program.

390, 392, 394 INDEPENDENT STUDY Staff
For the student who wishes to pursue some special interest in art history under the supervision of a faculty member who reviews and approves the student's work on a regularly scheduled basis. The project must be initiated by a qualified student and approved in advance with a substantial paper as the end result. *Normally limited to majors.*

400 PERSPECTIVES IN ART HISTORY Serebrennikov
Required during the fall semester for all senior art majors with an emphasis in art history. (Fall)

402 CAPSTONE SEMINAR Staff
Topics in art history. Required during the spring semester of all senior art majors with an emphasis in art history. May include a study tour of appropriate sites. (Spring)

496 SENIOR HONORS THESIS Staff
Students submit a written proposal for a topic in the spring of their junior year. If the topic is accepted, the student enrolls in Art 496 during the fall semester of the senior year. A draft of the thesis is submitted by the end of the semester, whereupon an "Incomplete" is assigned. The final draft is defended during the spring semester in a one-hour oral examination. *Prerequisite: Permission of the instructor/advisor.*

STUDIO

101 BASIC STUDIO Staff
Introduction through the studio to the work of the artist—tools, way of seeing, methods and media. Emphasizes basic principles of visual organization. *Open to first- and second-year students only.* (Fall and Spring)

201 BASIC DRAWING

Staff

Introduction to the structure and articulation of natural and non-objective forms through the use of line and tone; analysis of composition. Explores a variety of media. (Fall and Spring)

203 BASIC PAINTING

Jackson

Exploration of oil and acrylic. Emphasis on obtaining a basic understanding of pictorial organization and critical dialogue. (Fall and Spring)

205 BASIC PRINTMAKING—ETCHING

Warren

Introduction to history and technique of intaglio: etching, dry point, soft ground, and aquatint. (Fall)

207 BASIC PRINTMAKING—LITHOGRAPHY

Warren

Introduction to history and techniques of lithography. Art of the hand-pulled lithograph explored through stone and plate techniques. (Fall)

209 BASIC SCULPTURE

Savage

Three-dimensional concepts using a variety of media. Emphasis on material and special relationships, technical processes, and critical dialogue. (Fall)

301 ADVANCED DRAWING

Savage

Advanced analysis of composition and visual concepts through a variety of drawing media with special projects in media chosen by the student. *Prerequisite: Art 201.*

303 ADVANCED PAINTING

Jackson

Attention to the individual's personal response to visual elements. Development of a particular medium chosen by the student; special challenges. *Prerequisite: Art 203.* (Spring)

305 ADVANCED PRINTMAKING

Warren

Advanced printmaking challenges including multi-color prints and combination of media. Development of a particular medium chosen by the student. *Prerequisite: Art 205 or 207.* (Spring)

309 ADVANCED SCULPTURE

Savage

Sculptural concepts with attention to complex processes such as large-scale fabrication and bronze casting. Individual development of particular media chosen by the student. *Prerequisite: Art 209.*

321–371 SEMINARS

Courses numbered with odd numbers from 321 through 371 are studio art seminars limited to ten upperclass students with preference to art majors. They are offered on an irregular basis in areas of special interest to the faculty.

391, 393, 395 INDEPENDENT STUDY

Staff

For the student who wishes to pursue some special interest in studio under the direction and supervision of a faculty member who evaluates the student's work. Evaluation will be based upon the quality of work produced weekly by the student. The project must be initiated by a qualified student and approved in advance. *Normally limited to majors.*

397 JUNIOR ADVANCED STUDY

Jackson

Exploration of a specific medium during the junior year, determined upon consultation with the advisor, leading to the senior exhibition and a preliminary oral exam on the material required for Art 401. (Fall)

401 SENIOR EXHIBITION AND EXAMINATION

Staff

Comprehensive oral examination based on a list of 19th- and 20th-century artists together with an exhibition of the student's work. (Fall)

BIOLOGY

Professors: Case (Chair), Putnam

Associate Professors: Bernd, M. Campbell, Dorcas, Hales (On leave), Hay, Lom, Paradise (On leave, Spring), Peroni, Stanback, Wessner

Assistant Professor: Sarafova

Lecturer: McNally

Postdoctoral Teaching Fellows: Haynes, Watson

Core Requirements: Any 100-level biology course may be counted toward the fulfillment of the area requirement in Natural Science and Mathematics. The department recommends Biology 111 and 112 for students who are in premedical studies or plan to major in biology. Biology 104, 111, and 112 fulfill the core requirement for a laboratory science. Biology 100W and 103 are taught without a laboratory component. Biology 104 credit is granted to students who score 4 or 5 on the AP exam, or 6 or 7 on the IB exam.

Cultural Diversity Requirement: Students who participate in the School for Field Studies in a non-western country receive Cultural Diversity credit for Biology 384. Cultural diversity credit is also given for the summer programs in Kenya and Zambia (Biology 368).

Major Requirements: The biology major requires eleven courses: Biology 111 and 112; eight biology courses numbered 300 or above; and Chemistry 115. Of the eight biology courses numbered 300 or above, at least one course must be taken from each of the following groups: Group A (301, 302, 303, 306, 307, and 308; Group B (305, 311, 312, 316, 317, and 331); and Group C (321, 322, 323, and 341). Seven of the courses required for the major must be Davidson courses taught by Davidson College faculty.

Chemistry 201, 202; Mathematics 130 and either 135 or 110; and Physics 120/220 or 130/230 are strongly recommended.

Honors Requirements: The departmental honors program is designed to promote individual excellence through directed independent study and research. Twelve lecture and research courses are required, including Biology 111, 112, 371, 372, and Chemistry 115. Students should plan their programs with their faculty advisors such that the combination of courses and research meets, in general, the balance of courses specified for the major. A proposal should be submitted for departmental action in the spring semester of the candidate's junior year. Research results must be presented in writing and orally to the department in the spring semester of the candidate's senior year. The recommendation of the department regarding honors or high honors will be based upon quality of the course work and the research and its presentation. A detailed description of the honors program in biology can be found in the biology department handbook.

School for Field Studies: Davidson College is affiliated with the School for Field Studies, enabling students to participate in a semester-long or mont-long program studying environmental issues. Students must apply for acceptance to the School for Field Studies. Permission of instructor is required. See <http://www.bio.davidson.edu/programs/sfs/sfshome.htm>

The semesters and summer programs concentrate on international environmental issues at one of five SFS centers: Turks and Caicos Islands; Costa Rica; Australia; Baja California, Mexico, or Kenya. Semester program students receive major credit for Biology 381, 382, and 383, and course credit for Biology 384. Summer program students receive course credit for Biology 385.

100W (COMP) FIRST-YEAR WRITING SEMINAR IN BIOLOGY

Staff

A writing intensive study of selected topics in biology. Satisfies the core requirement in composition. Open only to first-year students. (Not offered 2006-07)

103 SPECIAL TOPICS IN BIOLOGY I

Hay, McNally

Introduction to the science of biology designed to meet science requirements of non-science majors. Course content and emphasis will vary with instructor. No laboratory. Not open to students who have credit for Biology 111 or 112, except by permission of the chair. (Fall and Spring)

104 SPECIAL TOPICS IN BIOLOGY II McNally
Introduction to the science of biology designed to meet science requirements of non-science majors. Course content and emphasis will vary with instructor. One laboratory meeting per week. *Not open to students who have credit for Biology 111 or 112, except by permission of the chair.* (Fall and Spring)

111 MOLECULES, GENES, AND CELLS Staff
Introduction to the unifying principles of biology at the levels of organization from molecules through cells. The main topics are biochemistry and bioenergetics, cell structure and physiology, and Mendelian and molecular genetics. A laboratory , emphasizing planning, performing, and presenting experiments, meets once each week. *Not open to seniors except by permission of instructor.* (Fall and Spring)

112 ORGANISMS, EVOLUTION, AND ECOSYSTEMS Staff
Introduction to organismal and superorganismal biology. Topics include evolution, ecology, and animal anatomy and physiology. Laboratory sessions meet once a week and are comprised of investigative exercises and some animal dissections. *Not open to seniors except by permission of instructor.* *Prerequisite: Biology 111.* (Fall and Spring)

301 GENETICS Wessner
Examination of classical and molecular genetics, including the physical nature of genetic material, transmission of genetic information, patterns of inheritance, linkage and gene mapping, recombinant DNA technology, gene regulation, and the history of genetics. Attention is paid to issues such as gene therapy, human cloning, and genetically modified crops. *Prerequisites: Biology 111 and 112. Chemistry 115, 160, or 201 recommended.* One laboratory meeting per week. *Not open to first-year students.* Satisfies Group A. (Spring)

302 MICROBIOLOGY Wessner
An introduction to the diverse world of microorganisms. Topics include the structure, metabolism, identification, and genetics of prokaryotes and viruses. Special emphasis is placed on interactions between microbes and humans, both in terms of pathogenesis and biotechnology. Laboratory focuses on isolating, identifying, and characterizing bacteria and viruses, using a series of classical and molecular techniques. *Prerequisites: Biology 111 and 112.* One laboratory meeting per week. Satisfies Group A. (Not offered 2006-07)

303 BIOCHEMISTRY Hay
Introduction to the principles of biochemistry. Emphasis is placed upon the structure and function of biomolecules, as well as, upon metabolism and bioenergetics. Laboratory emphasizes the purification and characterization of an enzyme. *Prerequisites: Biology 111, 112, and Chemistry 201.* One laboratory meeting per week. Satisfies Group A. (Fall)

304 MOLECULAR BIOLOGY Campbell
Molecular (recombinant DNA) methods applied to a variety of biological questions. Emphasizes experimental methods and design, with particular attention to genomic organisms. Uses primary literature. Extensive participation in class discussions. Web assignments describe the structure/function relationships of a protein, its evolution, and the protein's 3D shape. *Prerequisites: Biology 111 and 112, and one of the following: Chemistry 201, Biology 301, 302, 306, 307, 308, 309.* No laboratory. (Not offered 2006-07)

305 MICROANATOMY OF THE VERTEBRATES (HISTOLOGY) Putnam
Microanatomy of the cell with particular reference to those organelles which are altered in the process of development of the four major tissues of the body (epithelial, connective, muscular and nervous tissues). *Prerequisites: Biology 111 and 112, or permission of the instructor.* One laboratory meeting per week. Satisfies Group B. (Spring)

306 DEVELOPMENTAL BIOLOGY Lom
Investigates cellular and molecular mechanisms that regulate animal development covering topics such as fertilization, cleavage, gastrulation, axis specification, and organogenesis via analysis of classical and modern experiments. Laboratory emphasizes direct experimental manipulations of early embryos including student-designed research projects. *Prerequisites: Biology 111 and 112. Biology 301 or 308 recommended.* One laboratory meeting per week. Satisfies Group A. (Spring)

307 IMMUNOLOGY

Sarafova

Introduction to the immune system with an emphasis on mammalian models. Course focuses on the cellular and molecular levels of the immune system in health and disease. Topics include recognition of antigens, development of lymphocyte repertoires, and adaptive immune responses. One laboratory meeting per week. *Prerequisites:* Biology 111, 112, and one of the following: Biology 301, 302, 304, 306, 308, 309, or permission of the instructor. Satisfies Group A. (Spring)

308 CELL BIOLOGY

Bernd

Examination of the multitude of coordinated interactions that must occur between sub-cellular compartments in order for a cell to be able to function and to adequately respond to its local environment. Laboratory focuses on analysis of signaling and response mechanisms used by eukaryotic cells and includes student-designed research projects. *Prerequisites:* Biology 111 and 112. Biology 301 recommended. One laboratory meeting per week. Satisfies Group A. (Fall)

309 GENOMIC, PROTEOMICS, AND SYSTEMS BIOLOGY

Campbell

Students will utilize print and online resources to understand how genome-scale information (e.g., DNA sequences, genome variations, microarrays, proteomics, and clinical studies) can provide a systems biology perspective. Students will use computers, databases, and bioinformatics tools to analyze data and post their analyses online. A companion laboratory course (BIO 343) is offered. *Prerequisites:* Biology 111, 112, and one of the following 301, 302, 304, 306, 308 or 310. (Fall)

310 COMPUTATIONAL BIOLOGY

Heyer

(Cross-listed as CSC 310, Bioinformatics). A survey of computational techniques used to extract meaning from biological data. Algorithms and statistical procedures for analyzing genomic and proteomic data will be discussed in class and applied in the computer lab using Perl. Interdisciplinary teams will explore a particular topic in depth. *Prerequisite:* One of the following: Mathematics 210, Computer Science 121, Physics 200, Biology 309, or permission of the instructor. (Not offered in 2006-07)

311 COMPARATIVE ANATOMY

Putnam

Major organ systems of the vertebrate body are examined in light of major evolutionary changes from primitive Pisces to the more advanced Amphibia, Reptilia, and Mammalia. Laboratory involves dissection of the shark and the cat. *Prerequisites:* Biology 111 and 112 or permission of the instructor. One laboratory meeting per week. Satisfies Group B. (Fall)

312 ANIMAL PHYSIOLOGY

Dorcas

Introduction to the physical and chemical principles governing the lives of animals with an emphasis on understanding the physiological problems animals face, how those problems vary in relation to animals' environments, and the processes by which animals solve their problems. The laboratory focuses on independent investigation. *Prerequisite:* Biology 111 and 112. One laboratory meeting per week. Satisfies Group B. (Fall)

316 BOTANY

Hay

Introduction to the fundamentals of plant biology. Topics include: anatomy, physiology, taxonomy, and diversity of plants. *Prerequisites:* Biology 111 and 112. One laboratory meeting per week. Satisfies Group B. (Spring)

317 ENTOMOLOGY

Paradise

Biology of insects and related arthropods, structured around application and investigation of issues such as medical entomology, evolutionary history, biodiversity and systematics of insects, forensic entomology, conservation, and ecology. Major emphasis in the laboratory involves field trips, the making of a collection of local insects, stream macroinvertebrate ecology, and applied forensic entomology. *Prerequisites:* Biology 111 and 112, or permission of instructor. One laboratory meeting per week. Satisfies Group B. (Not offered in 2006-07)

321 ECOLOGY

Paradise

The study of interactions between organisms and their environment, at the level of populations, communities, and ecosystems. Course includes investigative field labs and some weekend field trips. *Prerequisites:* Biology 111 and 112, or permission of the instructor. One laboratory meeting per week. Satisfies Group C. (Fall)

- 322 VERTEBRATE FIELD ZOOLOGY** Stanback
Natural history of vertebrates concentrating on the evolution, adaptations, behavior, and ecology of various vertebrate groups, from the fishes through the mammals. *Prerequisites: Biology 111 and 112, or permission of the instructor.* One field trip per week. Satisfies Group C. (Spring)
- 323 ANIMAL BEHAVIOR (= PSY 323)** Case
(Cross-listed as Psychology 323). An evolutionary approach to the study of animal behavior, concentrating on the adaptive nature of social systems. Laboratories include research projects on the behavior of animals in captivity and in the natural environment. *Prerequisites: Biology 111 and 112, or Psychology 101, or permission of the instructor.* Satisfies Group C. (Spring)
- 331 BEHAVIORAL NEUROSCIENCE (= PSY 303)** Ramirez
(Cross-listed as Psychology 303). Role of the nervous system; sensory and motor mechanism; physiological bases of motivation and emotion; sleep and arousal; and physiological bases of learning, memory, and language. Extensive laboratory training. Work with animals is required. *Psychology 101 or Biology 111 or Biology 112 and permission of the instructor required.* Recommended completion by Fall, senior year, for majors. (Fall)
- 332 FUNCTIONAL NEUROANATOMY (= PSY 324)** Ramirez
(Cross-listed as Psychology 324). Intensive readings in molecular neurobiology, neuroanatomy, neurophysiology, and/or behavior. Students: 1) make classroom presentations of critical analyses of the course readings; 2) conduct laboratory research or hospital rounds; and 3) submit an annotated bibliography and a write-up of the laboratory project or term paper. *Prerequisite: Psychology 303 (Biology 331) and permission of the instructor.* (Spring)
- 333 CELLULAR AND MOLECULAR NEUROSCIENCE** Lom
An advanced examination of neurons and synapses at the cellular, molecular, and genetic levels, including molecular basis of neuronal transmission and memory, and genetics of behavior. Laboratories emphasize visualization of neuronal morphology and synapses in model organisms and examine the behavior of whole organisms and growing neurons. *Prerequisites: Biology 111 and one of the following: Bio 301, 304, 306, 308, 309, or 331. Not open to first-year students.* (Spring)
- 341 BIOSTATISTICS AND EXPERIMENTAL DESIGN** Peroni
Biological research including experimental design, descriptive statistics, inferential statistics, scientific writing, and the use of library resources, computer spreadsheets, and statistical software. *Prerequisites: Biology 111 and 112, or permission of the instructor. Recommended for prevet students and students who plan to enroll in Biology 323, 351, 352, 371, or 372.* Lecture and laboratory. Satisfies Group C. (Fall)
- 342 EVOLUTION** Stanback
A literature-based discussion of current topics and trends in evolutionary biology. *Prerequisites: Biology 111 and 112, or permission of the instructor.* (Fall.)
- 343 LABORATORY METHODS IN GENOMICS** Campbell
A laboratory intensive course. Students design, print, hybridize, scan, and analyze their own DNA microarrays. Students also perform additional genomic data analysis determined by current research trends. *Prerequisites: Permission of the instructor.* (Fall)
- 351, 352 GROUP INVESTIGATIONS** Staff
Series of courses introducing students to methods and techniques of biological research. Courses serve as background to student decisions for optional senior research. *Permission of the instructor required.* (Fall and Spring)
- 361, 362 SEMINAR** Staff
Group study of selected topics of biological interest. See www.bio.davidson.edu for examples of seminar topics. *Open to juniors and seniors. Permission of the instructor required.* (Fall and Spring)

371, 372, 373 RESEARCH/INDEPENDENT STUDY

Staff

Field and/or laboratory investigative work under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study or research. Research is presented at the end of the semester in a scientific paper, with an additional oral presentation in some cases, e.g., requirement for honors thesis, requirement for funded research. The student is encouraged to plan the research project in advance of the semester in which it is to be completed. *Permission of the instructor required.* (Fall and Spring)

381, 382, 383, 384 COURSES IN INTERNATIONAL ENVIRONMENTAL FIELD STUDIES

Dorcas

Twelve-week four-course semester program at one of five School for Field Studies research centers. Grading is Pass/Fail. Biology 381, 382 and 383 may be counted for major credit. *Permission of the instructor required.* See www.bio.davidson.edu/sfs (Fall and Spring)

385 TECHNIQUES IN ENVIRONMENTAL FIELD RESEARCH

Dorcas

One-month intensive field work course for junior or senior science majors during the summer in one of five School for Field Studies locations around the world. Grading is Pass/Fail, but may be counted for major credit. *Permission of the instructor required.* (Summer)

401 SENIOR COLLOQUIUM

Case

A capstone course in bioethics. Class project includes the design of a Web site, which will focus on a current issue in the discipline of biology or biomedicine. Not offered in 2006-07)

CENTER FOR INTERDISCIPLINARY STUDIES

Director: Professor Denham (German)

Professors: Putnam (Biology), Stell (Philosophy)

Batten Professor of Public Policy: Jinks

Adjunct Lecturers: Konen (Medical Humanities) (Fall), Veilleux (Medical Humanities) (Fall)

Advisory Faculty: Professor Ault (Psychology), Associate Professor: Bernd (Biology)

Assistant Professors M. Foley (Economics), Wills (Religion)

The Center for Interdisciplinary Studies (CIS), housed in the Carolina Inn on Main Street, offers capable and highly motivated students the opportunity to design their own interdisciplinary majors. In addition, Davidson faculty members (occasionally in cooperation with faculty members from other institutions) may, through the CIS, offer courses not easily aligned with a single department or program.

Permission to develop a major through the CIS is available to those in the first three years of study at Davidson; generally, students in their fourth or fifth semester are best prepared to undertake this task. A potential applicant should first discuss his or her plans with the director. If these ideas seem appropriate, the student will be invited to submit a proposal outlining the major, identifying potential advisors, and detailing the area in which the senior thesis (a requirement for all majors) will be done. Acceptance of the proposal comes when the director, advisors, and members of the CIS faculty agree that the proposal is meritorious. Students majoring through the CIS are expected to satisfy all college graduation requirements. The director certifies the satisfactory completion of each student's major.

220 INTRODUCTION TO FILM AND MEDIA STUDIES

Lerner, McCarthy, Singerman

An introduction to film history and analysis, with an equal emphasis on film language (cinematic means of expression) and thematics. Viewing and discussion of films from a wide variety of national traditions and genres, supplemented by discussion of analytical and theoretical texts. *Prerequisite: Required course for fulfilling the Film and Media studies concentration.*

380 ISSUES IN MEDICINE

Putnam

This course has two main components. 1) In the classroom, students examine the four principles of medical ethics: patient autonomy, beneficence, non-maleficence, and justice. Guest

ethicists/physicians provide lectures and discussions of issues important to the ethical practice of medicine. Each student makes a class presentation on an ethical topic of his or her choice. 2) In area clinics and hospitals, students observe eight medical practices and write both descriptive and reflective summaries of their activities. (Fall)

381 HEALTH REGULATION AND PUBLIC POLICY

Veilleux

Topics in health care law including: HIPPA, EMTALA, ADA, CLIA

390 HEALTH CARE ETHICS

Stell

Introduction to the interdisciplinary nature of ethical thinking and decision making in health care. The course has two components: didactic (lectures, class discussion, library research, paper writing, etc.) and "experiential," involving an externship assignment to a clinical or administrative department at the Carolinas Medical Center. Examples of externship activities include observing on clinical rounds, attending departmental conferences, journal clubs and Grand Rounds, and doing administrative projects. (Fall)

395, 396 INDEPENDENT STUDY

Denham

Independent study under one or more faculty members who approve the topic, help guide the research, review progress regularly, and evaluate the final results or product of the independent study. (Fall and Spring)

397 FUTURE OF AMERICAN HEALTH CARE

Konen

This course reviews the origins and concepts of primary care medicine in America in its present state and proposes models which might better serve a majority of the basic health care needs of America's population in the new millennium. By the end of the course, students are expected to be creative in articulating a workable primary care system for the next century. (Fall)

495 THESIS

Denham

(Fall)

496 THESIS

Denham

(Spring)

CHEMISTRY

Professors: Beeston (Chair), Blauch, Carroll, Nutt, Schuh

Associate Professors: Stevens, Striplin

Assistant Professor: Hauser

Visiting Associate Professor: Brown

Core Requirements: Chemistry 105, 106, 107, 115, 199c (with lab), and 201 count toward the fulfillment of the requirement of at least one laboratory course in natural science. Chemistry 103, 104, 110, and 199c (non-laboratory courses) count toward the fulfillment of the requirements in natural science. Students who elect to take Chemistry 110 are encouraged to take Chemistry 115 in order to complete their survey of introductory chemistry.

Introductory Chemistry Program: Students who have earned AP credit for Chemistry 115 may begin their study of chemistry with Chemistry 201. Other students should begin with either Chemistry 110 or 115. Chemistry 110 is designed for those students who have not completed at least one year of high school chemistry or who have had high school chemistry but need a more thorough introduction to the subject matter. Chemistry 115 is recommended for students who have a good background from high school chemistry. A student may elect to take either Chemistry 110 or 115 as the first chemistry course at Davidson.

Major Requirements:

1. The following chemistry courses:
 - a. 201 (115 is a prerequisite for this course), 202, 121 or 215, 351, 352, 371
 - b. two courses selected from 381, 391, or 496
 - c. one course selected from 401, 410, 420, 430, 440, or 450
 - d. one additional 300 or 400 level course, excluding 306
2. Supporting and prerequisite courses:
 - a. Mathematics 135
 - b. either Physics 220 or 230
3. Students must attend ten sessions of the chemistry colloquium during their junior and senior years.

Prospective majors are encouraged to discuss their programs with a department representative early in the first year. The prerequisites for advanced courses require careful planning to obtain a feasible schedule.

Minor Requirements: The minor consists of Chemistry 115, 201, 202, 121 or 215, and two additional courses numbered 300 or higher. In addition, students must attend six sessions of the chemistry colloquium during their junior and senior years. At least five courses counted toward the minor must be taken at Davidson. Only Chemistry 490 or 496 may be taken Pass/Fail.

Honors Requirements:

Candidates for honors must take:

1. The following chemistry courses:
 - a. 201 (115 is a prerequisite for this course), 202, 121 or 215, 351, 352, 371
 - b. one course selected from 381 or 391
 - c. two courses selected from 401, 410, 420, 430, 440, or 450
 - d. 496 and 497
2. Supporting and prerequisite courses:
 - a. Mathematics 135
 - b. either Physics 220 or 230
3. Students must attend ten sessions of the chemistry colloquium during their junior and senior years.

American Chemical Society Attainments Program: The following program is certified by the American Chemical Society as a nationally approved undergraduate major in chemistry. This program is strongly recommended to all majors who plan to study chemistry in graduate school or to seek employment as professional chemists.

1. The following chemistry courses:
 - a. 201 (115 is a prerequisite for this course), 202, 121 or 215, 351, 352, 371, 381, 391, 401, 450
 - b. one course selected from 410, 420, 430, or 440
 - c. 496
2. Supporting and prerequisite courses:
 - a. Mathematics 135
 - b. either Physics 220 or 230
3. Students must attend ten sessions of the chemistry colloquium during their junior and senior years.
4. Mathematics 150 and 235 or Physics 201 are strongly recommended.
5. Approved mathematics or physics courses may be substituted for one of the seminar courses numbered 410-440.

103 TOPICS IN CHEMISTRY

Staff

An introduction to chemistry designed to meet the science requirements of non-science majors. Course content and emphasis will vary with instructor. Possible offerings may focus on the chemistry of life, environmental chemistry, or archeological chemistry. *No prerequisites. May not be taken for credit after any other chemistry course has been taken for credit. No laboratory.* (Spring)

105 CHEMISTRY AND SOCIETY

Striplin

Introduction to the science of chemistry and its relation to modern society. The laboratory provides experience in the scientific approach to problems with an emphasis on the evaluation and interpretation of experimental data. Designed for students who do not plan to take additional courses in chemistry. *No prerequisite. May not be taken for credit after Chemistry 106, 110, or 115 has been taken for credit.* One laboratory meeting per week. (Not offered 2006-07)

106 CHEMISTRY OF ART AND ARTIFACTS

Beeston

Fundamental principles of chemistry applied to an understanding of the sources of color; the materials, methods, and products of the artist; the analysis of works of art and archaeological artifacts; forgery detection; and conservation/preservation. Designed for students who do not plan to take additional chemistry courses. *No prerequisites. May not be taken for credit after Chemistry 105, 107, or 115 has been taken for credit.* One laboratory meeting per week. (Fall)

107 CHEMISTRY OF THE ENVIRONMENT

Hauser

Introduction to chemistry and its application to environmental issues. Topics include general, analytical, and organic chemistry; basic toxicology; air, water, and ground pollution; major classes of pollutants; recycling techniques; and an introduction to green chemistry. Designed for students who do not plan to take additional courses in chemistry. *Prerequisite: May not be taken for credit after CHE 104, 105, 106, or 115 has been taken for credit, without permission of the instructor.* One laboratory meeting per week. (Spring)

110 INTRODUCTION TO CHEMISTRY

Brown, Striplin

Mathematical background for the study of chemistry. Atomic structure, periodicity, chemical bonding, nomenclature, stoichiometry, and chemical reactions. Properties of gases, liquids, solids, and solutions. Designed for students who desire to continue studying chemistry at Davidson but lack the background needed to begin Chemistry 115. *No prerequisites. May not be taken for credit after any other chemistry course has been taken for credit.* No laboratory. (Fall)

115 PRINCIPLES OF CHEMISTRY

Beeston, Nutt, Schuh

Principles of chemistry for students who plan to take additional courses in chemistry. Topics include stoichiometry, chemical thermodynamics, atomic and molecular structure, chemical equilibria, chemical dynamics, and descriptive chemistry of the main group elements. The laboratory illustrates the lecture topics and emphasizes quantitative measurements. *Prerequisite: Chemistry 110 or a good background from high school chemistry.* One laboratory meeting per week.

201 INTRODUCTORY ORGANIC CHEMISTRY I

Brown, Carroll, Stevens

Introduction to organic chemistry including nomenclature, properties, structure, and synthesis of organic compounds. Laboratory introduces students to basic experimental techniques of organic chemistry. *Prerequisite: Chemistry 115.* One laboratory meeting per week.

202 INTRODUCTORY ORGANIC CHEMISTRY II

Brown, Carroll, Stevens

A continuation of the study of organic compounds with emphasis on theoretical treatment of structures and reactions. Laboratory includes introduction to spectroscopic determination of organic structures. *Prerequisite: Chemistry 201.* One laboratory meeting per week.

215 CHEMICAL EQUILIBRIUM

Blauch, Hauser, Striplin

Aqueous and non-aqueous chemical equilibrium with applications in biochemistry, environmental chemistry, forensic chemistry, archaeological chemistry, and consumer chemistry. Laboratory experiments include qualitative and quantitative analysis using volumetric, potentiometric, chromatographic, and spectroscopic methods. *Prerequisite: Chemistry 201 or permission of the instructor.* One laboratory meeting per week.

303 BIOORGANIC CHEMISTRY

Stevens

Continuation of introductory organic chemistry with emphasis on structure, synthesis, and reactions of biological compounds. Topics include carbohydrates, lipids, amino acids, proteins, nucleic acids, alkaloids, steroids and terpenes, the mechanism of action of cofactors, and energy storage in the body. *Prerequisite: Chemistry 202.* No laboratory. (Fall)

304 TOPICS IN ENVIRONMENTAL AND GREEN CHEMISTRY

Brown, Hauser

Introduction to environmental chemical principles and methodology including aspects of the chemistry of air, water, and soil; identities, sources, properties, and reactions of pollutants; green chemical approaches to pollution prevention; environmentally-benign synthetic methodologies, design of safer chemical products, alternative solvents and catalyst development, and applications of biomimetic principles. *Prerequisite: Chemistry 202.* No laboratory. (Not offered 2006-07)

305 FORENSIC CHEMISTRY

Hauser

Introduction to forensic chemical principles and methodology. Course topics include key forensic and legal concepts, statistics, sampling, quality control, sample preparation and analysis as applied to drugs, arson, explosives, gun-shot residue, inks, paints, fibers, papers, and glass. *Prerequisites: CHE 215 (or 121).* No laboratory. (Spring)

306 BIOPHYSICAL CHEMISTRY

Schuh

Physical chemistry and its application to the life sciences. Topics include necessary mathematical background, thermodynamics applied to intermediary metabolism, enzyme kinetics, equilibria, antigen-antibody interactions, chemistry of respiration, and physical properties of proteins. *Prerequisite: Chemistry 215 (or 121).* Does not count toward a major in chemistry. No laboratory. (Not offered 2006-07)

308 CHEMISTRY OF BIOMEDICAL POLYMERS

Brown

Introduction to the nomenclature, reactions, synthesis, analysis, and structure-property relationships of synthetic polymers. Biomedical applications of modern polymers in bones, joints, teeth, artificial organs, synthetic skin, and drug delivery systems. *Prerequisite: Chemistry 202.* No laboratory. (Not offered 2006-07)

309 MEDICINAL CHEMISTRY

Stevens

Chemical basis of pharmaceuticals and pharmaceutical development. Topics include drug discovery, pharmacokinetics (delivery of a drug to the site of its action), pharmacodynamics (mode of action of the drug), drug metabolism, and patent issues that affect the development and manufacture of pharmaceuticals. *Prerequisite: Chemistry 202.* No laboratory. (Not offered 2006-07)

351 PHYSICAL CHEMISTRY: THERMODYNAMICS

Blauch, Striplin

Chemical thermodynamics with an introduction to statistical mechanics and applications to solution chemistry. *Prerequisite: Mathematics 135; pre- or co-requisites: Chemistry 215 (or 121) and Physics 220 or 230.* No laboratory. (Fall)

352 PHYSICAL CHEMISTRY: KINETICS AND QUANTUM MECHANICS

Striplin

Chemical kinetics followed by a discussion of quantum mechanics and its application to spectroscopy and the structure of matter. *Prerequisites: Chemistry 215 (or 121), Mathematics 135, and either Physics 220 or 230.* No laboratory. (Spring)

371 INSTRUMENTAL ANALYSIS

Blauch, Hauser

Introduction to analytical methods including spectrometry, separations, and electrochemistry. Emphasis will be placed on the principles behind and components of analytical instrumentation. *Prerequisites: Chemistry 202 and 215 (or 121).* One laboratory meeting per week. (Fall)

381 CHEMICAL SYNTHESIS AND CHARACTERIZATION

Beeston, Stevens

An introduction to experimental techniques employed in the synthesis, isolation, purification, characterization, and identification of organic, organometallic, and coordination compounds. *Prerequisites: Chemistry 202 and 215 (or 121).* One laboratory meeting per week. (Spring)

391 EXPERIMENTAL PHYSICAL CHEMISTRY

Blauch, Striplin

Experimental study of topics in thermodynamics, quantum mechanics, and statistical mechanics. Laboratory program involves the measurement of reaction rates and mass transport rates; the determination of thermodynamic, spectroscopic, and electrochemical properties; and the study of phase transitions and the behavior of macromolecules. *Prerequisite or corequisite: Chemistry 351 or 352.* One laboratory meeting per week. (Spring)

401 INORGANIC CHEMISTRY

Nutt

Application of modern theories of physics and chemistry to the study of bonding, structure, synthesis, and reaction pathways of non-metal, organometallic, and transition metal compounds. *Prerequisite: Chemistry 352 or permission of the instructor.* No laboratory. (Fall)

405-499 SEMINARS, TUTORIALS

Selected topics in Chemistry. Courses offered 2006-07 are listed below. For other possibilities see the department chairs. *Prerequisites and permission will vary by topic.*

405 SEMINAR

Staff

Selected topics in chemistry. (Not offered 2006-07)

410 ADVANCED ORGANIC CHEMISTRY

Carroll

Selected topics in organic chemistry. *Prerequisites: Chemistry 202 and 351 or permission of the instructor.* (Spring)

450 ADVANCED BIOCHEMISTRY

Schuh

Selected topics in biochemistry. *Prerequisites: Chemistry 202 and 351, and Biology 111; or permission of the instructor.* (Fall)

490 INDIVIDUAL INVESTIGATION

Staff

Designed for any qualified student who desires to pursue some special interest in chemistry under the direction and supervision of a faculty member who reviews and approves the topic of the research and who evaluates the student's work. Admission by consent of the faculty member following acceptance of the student's written research proposal. Consult the department's guidelines for the preparation of independent research proposals.

496 INTRODUCTION TO RESEARCH

Staff

Laboratory, literature, or applied chemistry projects conducted with the direction and supervision of a faculty member who reviews and approves the topic of the research and who evaluates the student's work. Admission by consent of the faculty member following acceptance of the student's written research proposal. Consult the department's guidelines for the preparation of independent research proposals. This course is designed for declared chemistry majors.

497 THESIS RESEARCH

Staff

Reading and discussion of selected materials, formulation of a research proposal, research, and preparation of a thesis under the direction and supervision of a faculty member who reviews and approves the research topic. Student work is also evaluated by the department. Admission by consent of the faculty member following acceptance of the student's written research proposal. Consult the department's guidelines for the preparation of independent research proposals. *Prerequisite: Chemistry 496.*

CHINESE

Associate Professor: V. Shen (Chair)

Assistant Professor: P. Shao

Foreign Language Requirement: Successful completion of Chinese 201 satisfies the foreign language requirement.

Cultural Diversity: Chinese 120, 121, 206, 207, 224, 405, and 406.

Minor Requirements:

1. Satisfactory completion of six courses numbered above Chinese 102, including:
 - a. two Chinese language courses chosen from: Chinese 201, 202, 301, 302, 303, 350, 351; and
 - b. two courses in Chinese literature, culture, or cinema, with at least one 400-level course chosen from: Chinese 120, 121, 206, 207, 224, 292, 405, 406.
 2. Only one of the following courses may be included in the minor: Anthropology 265, History 475, Political Science 332, Religion 280, 281, or 285.
 3. With the approval of the Chinese Program Chair and the Registrar up to three Chinese language, literature, cinema, or cultural courses taken outside Davidson College (either from other American institutions or abroad) may be applied toward the minor.
- It is strongly recommended that students study abroad in an approved program in a Chinese-speaking country or place.

101 ELEMENTARY CHINESE I

V. Shen

Elementary Chinese is a two-semester course in modern standard Chinese (Mandarin) designed for students who have no previous exposure to the Chinese language. The goal is to develop students' communicative competency in listening, speaking, reading, and writing at the elementary level. (Fall)

102 ELEMENTARY CHINESE II

V. Shen

Continuation of elementary Chinese I. The goal is to develop the students' communicative competency in listening, speaking, reading, and writing at the elementary level. *Prerequisite: Chinese 101.* (Spring)

120 INTRODUCTION TO MODERN CHINESE CULTURE

V. Shen

Introduces several aspects of Chinese culture including Chinese cultural motifs and their cultural implications, Peking opera, 20th century Chinese drama, Chinese etymology and calligraphy, Chinese popular music, Chinese cinema, Chinese martial arts, and food. *Taught in English.*

121 INTRODUCTION TO TRADITIONAL CHINESE CULTURE

Shao

Examination of key aspects of traditional Chinese culture, including birth myths, views of the body, women and sexuality, symbols of evil and folklore, feng-shui and divination, martial arts and heroism, gardens and imperial places, and traditional music. *Taught in English.* (Not offered every year.)

201 INTERMEDIATE CHINESE I

Shao

Intermediate Chinese I is a two-semester course in standard Chinese (Mandarin) designed for students who have had one year of Chinese at the college level. The goal is to develop the students' communicative competency in listening, speaking, reading, and writing at the intermediate level. *Prerequisite: Chinese 102.* (Fall)

202 INTERMEDIATE CHINESE II

Shao

Continuation of intermediate Chinese I. The goal is to develop the students' communicative competency in listening, speaking, reading, and writing at the intermediate level. *Prerequisite: Chinese 201.* (Spring)

206 INTRODUCTION TO TRADITIONAL CHINESE LITERATURE

Shao

Selection of poetry, drama and narrative from ancient times up to 1900, with special emphasis on major themes and conventions. *Taught in English.* (Not offered every year.)

207 ENGENDERING CHINESE CINEMA

V. Shen

Course examines gender relations in 20th century China through cinematic representations. By looking in detail at the films of a few key directors and reading scholarly works, the class discusses the changing social and political positions of women in cinema from the 1920s to the 1990s, and how this change affects gender relations. *Taught in English.* (Not offered every year.)

234 MARTIAL ARTS AND HEROISM IN CHINESE FICTION AND FILM

Shao

Introduction to the Chinese idea of martial arts heroes and its representation in fiction and film with emphasis on its historical and changing cultural contests. *Prerequisite: No knowledge of Chinese is required.*

301 ADVANCED CHINESE I

C. Shen

Extensive reading and discussion of texts of increased difficulty, exposure to authentic Chinese materials, emphasis on expanding vocabulary, speaking and writing skills and skills that will help further develop proficiency in Chinese. (Fall)

302 ADVANCED CHINESE II

Staff

Extensive reading and discussion of texts of great difficulty, exposure to authentic Chinese materials, emphasis on expanding vocabulary, speaking and writing skills and skills that will help further develop proficiency in Chinese. Continuation of Chinese 301. (Spring)

303 ADVANCED CONVERSATIONAL CHINESE

Staff

To further improve students' oral proficiency to converse on various topics in daily life, perform various discourse function, and speak appropriately in different social situations. *Prerequisite: Chinese 202 or permission of the instructor.* (Fall)

350, 351, ADVANCED READING AND WRITING

Staff

(Not offered every year.)

405 SEMINAR: TOPICS IN CHINESE CINEMA AND MODERN LITERATURE

V. Shen

Reading and discussion of selected works in Chinese literature and cinema. Discussion of individual research projects. *Taught in English. Prerequisite: Permission of the instructor.* (Spring)

406 SEMINAR IN TRADITIONAL CHINESE LITERATURE

Shao

Critical study of tales, short stories and novels from 1300 to 1900, with special attention to themes, conventions, critical approaches, and the problem of adaptation from fiction to film, theater, and cartoons. *Taught in English.* (Fall)

CLASSICS

Professors: Krentz (Chair), Toumazou

Associate Professor: Neumann

Assistant Professor: Cheshire

Affiliated Faculty: Ahrens Dorf (Political Science), W. T. Foley (Religion), Griffith (Philosophy), Snyder (Religion), Studtmann (Philosophy)

Core Requirements: Classics 211, 222, 256, and any course in Greek or Latin numbered above 300 satisfy the core requirement in literature. Classics 257, 341, 342, and 444 satisfy the core requirement in fine arts. Any course in classics cross-listed by the Department of History satisfies the core requirement in history. Classics 261 satisfies a core requirement in philosophy. Classics 268 satisfies a core requirement in social science. Classics 272, 378 and Latin 329 satisfy a core requirement in religion.

Foreign Language Requirement: Any course in Greek or Latin numbered above 200 satisfies the foreign language requirement.

Major Requirements: The Department of Classics offers a major with an emphasis in either classical civilization or classical languages.

Emphasis in classical civilization:

1. three courses in Greek and Latin, including one course in each language and one course at the 200 level or above in either language;
2. eight other courses at the 200 level or above, including:
 - one course in ancient literature (Classics 211, 222);
 - one course in ancient history (Classics 231, 232);
 - one course in ancient art (Classics 341, 342);
 - at least one seminar (400-level course).

Note: Students who successfully complete the Classics Semester Abroad (CLA 255-258) are exempted from the specific distribution of courses in literature, history, and art.

Emphasis in classical languages:

1. seven language courses, including five at the 200 level or above and at least two in each language;
2. one course in ancient literature (Classics 211, 222);
3. one course in ancient history (Classics 231, 232);
4. one course in ancient art (Classics 341 or 342);
5. one seminar (400-level course).

Note: Students who successfully complete the Classics Semester Abroad (CLA 255-258) are exempted from the specific distribution of courses in literature, history, and art.

Placement: Students who have studied Latin in secondary school must take a placement test before enrolling in Latin at Davidson. By qualifying scores on the placement test a student may be exempted from Latin 101, 102, and 201. Students who receive a score of 4 or 5 on either or both of the Advanced Placement Latin tests, or who receive a score of 6 or 7 on the higher level International Baccalaureate Latin exam, receive automatic credit for Latin 199. Any such student who places out of Latin 201 on our placement test will receive credit for 201 instead of 199.

Students may enroll for one advanced Greek and one advanced Latin course at the 200-level if they have not taken a course above 201 in the language before.

Honors Requirements: Candidates may be admitted to the honors program provided they have attained an overall grade point average of at least 3.2, an average of 3.5 or higher in the major, and the unanimous endorsement of the department's faculty. In addition to the regular course requirements for the major, candidates for honors must complete and successfully defend an honors thesis. A student who receives an A- or better on the thesis and maintains the above grade point averages throughout the senior year will receive the department's recommendation for graduation with honors.

GREEK**101 ELEMENTARY GREEK I**

Neumann

Introduction to Attic Greek. Requires drill sessions with Apprentice Teachers. (Fall)

102 ELEMENTARY GREEK II

Neumann

Continuing study of Attic Greek. Requires drill sessions with Apprentice Teachers. *Prerequisite:* Greek 101. (Spring)

201 INTERMEDIATE GREEK

Cheshire

Readings in Greek literature. *Prerequisite:* Greek 102. (Fall)

210-219 STUDIES IN ADVANCED GREEK

Students who have completed Greek 201 may enroll in their first advanced course at the 2xx-level. *Prerequisite:* Greek 201.

213-313 LYRIC POETRY

Cheshire

Greece's so-called "lyric" poems of ca. 650-450 BCE, those smaller jewels that sparkle just offstage and from under epic's shadow, including the works of Sappho, Pindar, Hipponax, Archilochus, Simonides, and Solon. (Spring)

215/315 ARISTOPHANES

Toumazou

Detailed study of Aristophanes' *Frogs*, including issues of interpretation and appreciation of its dramatic and poetic qualities. Readings of other Aristophanic comedies in translation and of secondary literature will familiarize students with Attic comedy in general, and Aristophanes in particular, in the context of late fifth-century BCE Athens. (Fall)

310-319 STUDIES IN ADVANCED GREEK

We offer at least one course in advanced Greek each semester. In the past four years, we have offered courses in Aristophanes, Herodotus, Homer, Pausanias, the New Testament, Sophocles, and Xenophon. *Prerequisite:* Greek 201.

399 INDEPENDENT STUDY IN GREEK

Readings and research on Greek texts, under the direction and supervision of a faculty member who

reviews and approves the topic(s) and evaluates the student's work. *Prerequisites: Greek 201 and permission of the instructor.*

499 HONORS THESIS

Writing of a thesis under the supervision of an appropriate professor. Oral defense before the entire classics faculty required. Admission by unanimous consent of the Department of Classics.

LATIN

101 ELEMENTARY LATIN I Cheshire
Introduction to classical Latin. Requires drill sessions with Apprentice Teachers. (Fall)

102 ELEMENTARY LATIN II Cheshire
Continuing study of classical Latin. Requires drill sessions. *Prerequisite: Latin 101 or qualifying score on placement test.* (Spring)

201 INTERMEDIATE LATIN Drinkwater
Readings in Latin literature. *Prerequisite: Latin 102 or qualifying score on placement test.* (Fall)

220-229 STUDIES IN ADVANCED LATIN
Students who have completed Latin 201 may enroll in their first 3xx-level course at the 2xx-level. *Prerequisite: Latin 201.*

223/323 CICERO Neumann
Introduction to the life and work of Marcus Tullius Cicero (106-43 BCE), senior statesman of the Roman Republic, and the various prose genres in which Cicero wrote: speeches, rhetorical and philosophical works, and letters. (Fall)

229/329 CHRISTIAN LATIN WRITERS Foley
Readings and research on selected Christian Latin authors from 200 to 600, including Tertullian, Cyprian, Ambrose, Jerome, Augustine, and Gregory the Great. *Prerequisite: Latin 201.* (Spring)

399 INDEPENDENT STUDY IN LATIN
Readings and research on Latin texts, under the direction and supervision of a faculty member who reviews and approves the topic(s) and evaluates the student's work. *Prerequisites: Latin 201 and permission of the instructor.*

499 HONORS THESIS
Writing of a thesis under the supervision of an appropriate professor. Oral defense before the entire classics faculty required. Admission by unanimous consent of the Department of Classics.

CLASSICAL CIVILIZATION

101W (COMP) ALEXANDER THE GREAT Cheshire
First-Year seminars in Classics. *Satisfies the core requirement in composition. Open only to first-year students.* (Fall or Spring)

211 GREEK LITERATURE IN TRANSLATION Staff
(Cross-listed English 211) Selected works of Greek literature from the early Archaic through the Hellenistic periods. (Offered in alternate years)

222 ROMAN LITERATURE IN TRANSLATION Neumann
(Cross-listed English 222) Selected works of Roman literature from the early Republic through the Empire. (Spring)

231 GREEK HISTORY Krentz
(Cross-listed History 109) Introduction to the history and culture of ancient Greece. *Not open to seniors.* (Offered in alternate years)

- 232 ROMAN HISTORY Krentz
(Cross-listed History 110) Introduction to the history and culture of the ancient Roman world. *Not open to seniors.* (Spring)
- 250 CLASSICAL MYTHOLOGY Staff
Greek and Roman mythology, with an emphasis on its varied treatment in literature and art, both ancient and modern. (Not offered 2006-07)
- 255, 256, 257, 258 SEMESTER ABROAD Toumazou
Four course-credit program surveying major aspects of classical antiquity. Conducted on location in Crete, Greece, and Italy. At the discretion of the director, sites in Egypt, Jordan, Turkey, Sicily, or southern France may be included. Open to all sophomores, juniors, and seniors; limited to sixteen participants. *Prerequisite: Permission of the instructor.* (Spring)
- 255 HELLENIC CIVILIZATIONS Toumazou
A study of Hellenic civilizations.
- 256 ITALIC CIVILIZATIONS Toumazou
A study of Italic civilizations.
- 257 GREEK AND ROMAN ART AND ARCHITECTURE Toumazou
(Cross-listed Art 232) A study of Greek and Roman art and architecture.
- 258 GREEK AND ROMAN ARCHAEOLOGY Toumazou
A study of Greek and Roman archaeology.
- 261 HISTORY OF ANCIENT PHILOSOPHY Studtmann
(Cross-listed Philosophy 105) Introduction to the origins and development of philosophy with emphasis on Plato and Aristotle. (Fall)
- 268 CLASSICAL POLITICAL THEORY Ahrens Dorf
(Cross-listed Political Science 208) Major political philosophers from the 5th century B.C.E. to the end of the Middle Ages. (Fall)
- 272 THE RISE OF CHRISTIANITY Foley
(Cross-listed Religion 242) The theological and historical development of the early church from the New Testament period to the Council of Chalcedon (451 C.E.) with a focus upon early controversies as revealed through primary sources. (Not offered 2006-07.)
- 334 ATHENIAN LAW Krentz
(Cross-listed History 314). Analysis of the Athenian legal process in a discussion-intensive approach using surviving Athenian speeches as case studies. (Fall)
- 341 GREEK ART AND ARCHITECTURE Toumazou
(Cross-listed Art 200) Minoan-Mycenaean art and architecture of the Aegean Bronze Age; later Greek art and architecture from the Geometric to the Hellenistic period. (Fall)
- 342 ROMAN ART AND ARCHITECTURE Toumazou
(Cross-listed Art 202) Art and architecture of the Roman Republic and Empire, including influences of earlier Etruscan and Hellenistic Greek art upon the Romans. (Offered in alternate years)
- 344 FIELD SCHOOL IN MEDITERRANEAN ARCHAEOLOGY Toumazou
Intensive, on-site training in archaeological field methods and techniques. Daily instruction on excavation and recording, lectures by specialists, visits to other archaeological sites and museums. Conducted at a site near Athienou in southcentral Cyprus. *Prerequisite: permission of the instructor.* (Summer)

353 GREEK SPORTS AND ATHLETIC FESTIVALS Staff
Ideal of the athlete in the Greek system of values explored through art and archaeology, literature, and inscriptions. Selected victory odes of Pindar and field demonstrations of individual athletic events. (Not offered in 2006-07)

354 THE CLASSICAL TRADITION Neumann
Overview of the field of classics; the history of the reception of Greco-Roman antiquity; the state of the field today. (Not offered 2006-07)

378 RELIGIONS OF THE ROMAN EMPIRE Snyder
(Cross-listed Religion 341) A survey of religious practices and beliefs in the Roman Empire; emperor cult, mystery religions, Judaism and Christianity as seen from the Roman perspective, magic, astrology; attention to material evidence in addition to literary remains. (Spring)

399 INDEPENDENT STUDY IN CLASSICAL CIVILIZATION
Research and writing under the direction and supervision of a faculty member who reviews and approves the topic(s) and evaluates the student's work. *Prerequisite: Permission of the instructor.*

SEMINARS: Courses offered change annually.

430-435 SEMINARS IN ANCIENT HISTORY

435 ALEXANDER THE GREAT Krentz
(Cross-listed History 415) Investigation of Alexander's career from its grounding in Phillip II's Macedon to his intentions at the time of his premature death. Emphasis on military, political, and religious questions. *Prerequisite: Permission of the instructor.* (Spring)

440-445 SEMINARS IN ANCIENT ART AND ARCHAEOLOGY
(Not offered 2005-06.)

450-455 SEMINARS IN CLASSICAL CIVILIZATION
(Not offered 2005-06.)

499 HONORS THESIS
Writing of a thesis under the supervision of an appropriate professor. Oral defense before the entire Classics faculty required. Admission by consent of the Department of Classics.

COMMUNICATION STUDIES

Professor: Turner (Director)
Adjunct Lecturer: P. Baker

101 INTRODUCTION—PRINCIPLES OF ORAL COMMUNICATION Staff
Examination and implementation of both classical and contemporary principles of effective oral communication. Individual presentations informed by readings, discussions, lectures, and examinations of key speeches. Formerly SPE 101. (Fall and Spring)

201 INTRODUCTION TO COMMUNICATION STUDIES Turner
This course provides a survey of the nature and processes of communication. Begins with basic concepts of communication, including language, nonverbal processes, perception, listening, and adaptation to audiences; then examines communication in specific contexts, including intrapersonal, interpersonal, small group, organizational, public, and mass communication. (Spring)

295 INDEPENDENT STUDY Staff
Independent work under the direction of a faculty member who determines the means of evaluation. Open to advanced students with special projects. *Prerequisites: Communication Studies 101 or permission of the instructor.* (Fall and Spring)

390 SPECIAL TOPICS IN ORAL COMMUNICATION

Staff

Group study of selected topics in Communication Studies. *Prerequisite:* Permission of the instructor. (Spring)

ECONOMICS

Professors: Appleyard (Chair), Hess, Kumar), Martin (Semester-in-India Program Director, Fall), Ross (Dean of Faculty)

Associate Professors: B. Baker, Chaston

Assistant Professors: M. Foley, F. Smith

Major Requirements:

1. Ten economics courses that are distributed as follows:

- a. Economics 101;
- b. Economics 202, 203, 205, and 495 (All four courses must be completed at Davidson College.);
- c. a course from the 210 or 310 series;
- d. a course from the 220 or 320 series;
- e. a course from the 230 or 330 series; and
- f. two other courses above Economics 101, with the exceptions of Economics 130, 195, 196, 199, and 401, and the exception that either Economics 212 or 213 (but not both) may be counted toward the major.

2. At least one of the ten courses in (1) must be a 300-level course.

3. At least one of the ten courses in (1) must be an "S" course.

Courses taken Pass/Fail at Davidson may not be counted towards the major.

An "S" course contains a significant writing component. At least two of the department's courses each semester are offered as "S" courses. Economics 402 will satisfy the "S" requirement; with the approval of the department, Economics 295, 296, 395, or 396 may satisfy the "S" requirement.

The department strongly recommends that students fulfill the core requirements of Economics 202, 203, and 205 early in the major. Some economics courses, including Economics 202 and 203, have Mathematics 130, Mathematics 135, or an equivalent as a prerequisite.

Minor Requirements:

1. Six economics courses that are distributed as follows:

- a. Economics 101;
- b. Economics 105 or 205
- c. Economics 202 and 203;
- d. either Economics 130 or a course from the 230 or 330 series; and
- e. one other economics course above Economics 205, except Economics 401.

2. Requirement (1b), (1c), and at least one of the requirements (1d) or (1e) must be completed at Davidson College.

Courses taken Pass/Fail at Davidson College may not be counted towards the minor.

Core Requirements: Any course 195 and 196 counts toward fulfillment of the core requirement in social science; however, the department recommends Economics 101.

Honors Requirements: In the process of fulfilling the major requirements stated above, honors candidates must pass Economics 401, earn a grade of A- or better in Economics 402, and maintain a grade point average of 3.5 or higher both in the major and overall. Prospective honors candidates should apply in writing to the department chair in the spring semester of the junior year. Note that Economics 401 does not count towards the major, since it is graded on a Pass/Fail basis; however, Economics 402 may be counted as an elective towards the major, as well as counting as the "S" course required for the major.

100W (COMP) FIRST-YEAR SEMINARS IN ECONOMICS

Staff

Writing-intensive study of selected topics in economics. Satisfies the core requirements in composition and in social science. *Open only to first-year students.*

101 INTRODUCTORY ECONOMICS

Staff

Theories and institutions that organize and direct economic activities in contemporary society. Covering both microeconomics and macroeconomics, prepares students for understanding domestic and international economic issues; and serves as a foundation for further work in economics. *Meets for extra sessions.*

105 STATISTICS

Staff

Application of probability and statistics to economic analysis. Topics include: probability rules, discrete and continuous random variables, confidence intervals, hypothesis tests, correlation, and regression. Spreadsheet software is utilized. An economics research paper is a major component of the course. One laboratory session per week.

130 SURVEY OF INTERNATIONAL ECONOMICS

Appleyard

(Cross-listed CIS 130). Investigation of the causes of and gains from international trade, and of the impact of policies that restrict trade. Analysis of the balance of payments and exchange rates and of their implications for economic policy. Discussion of problems of developing countries and possible strategies for solving those problems. Does not carry major credit. Does not carry major credit. *Prerequisite: Economics 101.* (Fall)

195, 196 INDEPENDENT STUDY

Staff

Designed for non-economics majors who desire to pursue some special interest in economics on an independent study basis. The proposal must be approved in advance by the faculty member who supervises the student and determines the means of evaluation.

202 INTERMEDIATE MICROECONOMIC THEORY

Staff

Analysis of production and consumption activities of individual economic units. Areas of concentration include the theory of consumer behavior, cost analysis, production and distribution theory, market structure, game theory, general equilibrium, and welfare criteria. *Prerequisites: Economics 101 and either AP Calculus or Mathematics 130/135.*

203 INTERMEDIATE MACROECONOMIC THEORY

Staff

Theories of aggregate demand and supply; determination of real national income, employment, and the price level; and use of fiscal and monetary policies to achieve macroeconomic objectives. *Prerequisites: Economics 101 and either AP Calculus or Mathematics 130/135.*

205 BASIC ECONOMETRICS

Chaston, Foley, Martin

Applications of linear regression analysis to economic analysis. Topics include model specification, parameter estimation, inference, and problems relating to data issues, statistical concerns, and model diagnostics. Statistical software is utilized. One laboratory session per week. *Prerequisites: Economics 101 and either Economics 105 or permission of the instructor.*

211 INTRODUCTION TO ACCOUNTING

Baker

Comprehensive study of the theory and problems of valuation of assets, application of funds, corporation accounts and statements; interpretation and analysis of financial statements.

212 INTERMEDIATE ACCOUNTING

Baker

Complex problems in various areas of financial accounting, with emphasis on theoretical background and analysis of accounting data. *Prerequisite: Economics 211.* (May count either Economics 212 or 213 for the major, but not both.) (Spring)

213 COST ACCOUNTING

Baker

Study of allocation and utilization of resources. Emphasis on cost behavior, cost allocation, product costing, budgeting, decision-making and control activities related to job-order, process and activity-based (ABC) costing systems. *Prerequisite: Economics 211.* (May count either Economics 212 or 213 for the major, but not both.) (Fall)

215 MATHEMATICAL ECONOMICS

Hess

Basic mathematical techniques used in economic analysis. Topics include static and dynamic analyses of market equilibrium, macroeconomic models, and optimization. *Prerequisites: Economics 101 and either AP Calculus or Mathematics 130/135.*

221 ECONOMIC HISTORY OF THE UNITED STATES

Ross, Smith

Principal events affecting economic policy and behavior in the United States since colonial times. Emphasis on historical origins of contemporary American problems. *Prerequisite: Economics 101.* (Spring)

222 HEALTH ECONOMICS

Chaston

Application of basic tools of economic analysis to the markets for medical care and health insurance in the United States. Includes international comparisons of health care systems in both developed and developing countries and proposals to reform the health care system in the United States. *Prerequisite: Economics 101.* (Spring)

226 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

Martin

Weekly seminar. Reading and discussion on the application of economic tools to the valuation of environmental amenities, the analysis of pollution control policies, and the use of natural resources. Strengths and weaknesses of the economic approach to these issues are examined. *Prerequisite: Economics 101. Mathematics 130 recommended.* (Spring)

227 GENDER AND ECONOMICS

Chaston

Role of gender in economic decision-making and market transactions. Models of time allocation between the household and the market, theories of discrimination, and occupational ghettoization and segregation will be studied. Related public policy initiatives will be assessed. *Prerequisite: Economics 101.* (Spring)

229 URBAN ECONOMICS

Smith

Role of economics in the development of modern cities. Topics include: the monocentric-city model, urban land values, crime, transportation, education, and taxation. *Prerequisite: Economics 101.* (Fall)

231 HISTORY OF ECONOMIC THOUGHT

Kumar

Development and nature of economic thought from the ancient Greeks to the present, with particular attention to the classical, Marxian, Austrian, neoclassical, institutional, and Keynesian schools. *Prerequisite: Economics 101.* (Fall)

232 ECONOMICS OF TRANSITION

Foley

Examination of the legacy of the Soviet economic system in theory and practice. Critical analysis of the transformation from central planning to market-oriented systems including macroeconomic stabilization, market liberalization, and institutional development. Case studies include Russia, China, central and eastern Europe, and the Baltic states. *Prerequisite: Economics 101.* (Not offered 2006-07)

233 ECONOMIC DEVELOPMENT

Hess

Models and strategies for economic growth and development with concentration on the contemporary less developed countries. *Prerequisite: Economics 101.* (Fall)

280-284 SEMINARS

Staff

Reading, research, papers, and discussion on selected topics in economics. Each faculty member announces in advance the particular topic or area of the seminar. *Prerequisite: Economics 101.*

295, 296 INDIVIDUAL RESEARCH

Staff

Designed for the student who desires to pursue some special interest in economics. A research proposal must be approved in advance by the faculty member who supervises the student and determines the means of evaluation. *Prerequisites: Economics 101 and permission of the instructor.*

314 FINANCE

Martin

undamental aspects of financial theory in both a theoretical and practical manner. Includes net present value theory, the capital asset pricing model, capital market efficiency, dividend and capital structure issues, and option models. *Prerequisites: Economics 105, 202, and 211.* (Spring)

317 ECONOMETRICS

Martin

Theory and applications of linear regression modeling to the analysis of economic theory and to the forecasting of economic variables. *Prerequisites: Economics 205 and Mathematics 135.* (Not offered 2006-07)

318 SPORTS ECONOMICS

Smith

The economics of professional and collegiate sports leagues. The course examines sports economics topics from labor economics, public economics, and industrial organization. *Prerequisites: Economics 202 and 105 or 204.* (Not offered 2006-07)

319 GAME THEORY AND STRATEGIC BEHAVIOR

Foley

Study of strategic situations in theory and practice. Course begins with static and dynamic games of complete information, moves to static games of incomplete information, and then concludes with dynamic, incomplete information games. *Prerequisite: Economics 202.* (Fall)

323 INDUSTRIAL ORGANIZATION

Chaston

Theoretical basis for antitrust laws and the regulation of industries. Mergers, market power, economies of scale, barriers to entry, and contestable market theory. Emphasis is placed on past and recent antitrust cases. *Prerequisites: Economics 202 and 105 or permission of the instructor.* (Not offered 2006-07)

324 LABOR ECONOMICS

Foley, Ross

Labor markets, unionization, unemployment, and public policy primarily in the setting of the United States. *Prerequisites: Economics 202 and 105 or permission of the instructor.* (Not offered 2006-07)

325 PUBLIC SECTOR ECONOMICS

Smith

Analysis of the role the public sector plays in a mixed economy. Topics include public goods, externalities, tax policy, expenditure policy, budget deficits, and the national debt. Includes proposals for tax, welfare, and health care reforms. *Prerequisite: Economics 202.* (Fall)

328 MONEY AND THE FINANCIAL SYSTEM

Kumar

Money and financial system. Term structure of interest rates, structure of financial markets, regulatory framework, asset demand theories, Federal Reserve system and operation of monetary policy. *Prerequisite: Economics 203.* (Spring)

336 ECONOMIC GROWTH AND SUSTAINABLE DEVELOPMENT

Hess

Determinants and consequences of economic growth; theories and policy implications of sustainable development, global trends in population resources. *Prerequisites: Economics 203 and either Economics 105 or equivalent.* (Spring)

337 INTERNATIONAL TRADE

Appleyard

Economic basis for international trade, determinants and consequences of trade flows, barriers to trade, and trade policy. *Prerequisite: Economics 202.* (Spring)

338 INTERNATIONAL FINANCE

Hess, Kumar

Macroeconomics of an open economy, balance-of-payments adjustment, exchange-rate regimes, and coordination of international economic policy. *Prerequisite: Economics 203.* (Fall)

380 to 384 SEMINARS

Staff

Reading, research, papers, and discussion on selected topics in economics. Each faculty member announces in advance the particular topic or area of the seminar. *Prerequisites: Economics 202 or 203 or 205 and permission of the instructor.*

395, 396 INDIVIDUAL RESEARCH

Staff

Designed for the major who desires to pursue some special interest in economics. A research proposal must be approved in advance by the faculty member who supervises the student and determines the means of evaluation. *Prerequisites: Economics 202 or 203 or 205 or permission of the instructor.*

401 HONORS RESEARCH

Staff

Independent research designed to formulate a written proposal for an honors thesis. The proposal will encompass a review of recent literature, development of a theoretical framework and research hypotheses, and the preparation of an annotated bibliography. An oral defense of the written proposal is required. Graded on a Pass/Fail basis. *Prerequisite: Permission of the department chair.* (Fall)

402 HONORS THESIS

Staff

Completion of the honors research proposed in Economics 401. Oral defense of the thesis is required.
Prerequisites: Pass in Economics 401 and permission of the department chair. (Spring)

495 SENIOR SESSION

Staff

Required of all seniors majoring in economics. Students participate in colloquia on economic problems, theory, and policy; prepare group projects on economic issues; and take comprehensive examinations that include the major achievement test in economics, an oral exam and written examinations in economic theory and analysis. *Prerequisites:* Economics 202, 203, and 205 or permission of the department chair. (Spring)

EDUCATION

Associate Professor: Gay (Chair)

Assistant Professor: R. Jackson

Lecturer: Gerdes

Affiliated Professor: Ault (Psychology)

Core Requirements: Education 121, 221, 242, 243, and 250 may be counted toward the fulfillment of the core requirement in Social Science.

In its mission to prepare successful facilitators of learning, the Department of Education embraces the primary purpose of Davidson College, which is “to assist students in developing humane instincts and disciplined and creative minds for leadership and service.” Further, the Department of Education exults in the choice of the college “to emphasize the teaching responsibility of all professors” and recruit actively faculty “whose interest in students and teaching is unfeigned and profound.” The endorsement that quality teaching is the foundation of a strong liberal arts institution informs the three-fold mission of the Department of Education: (1) to provide a course of study leading to a Licensure Concentration in Education, resulting in the attainment of a North Carolina teaching license; (2) to provide a course of study leading to an interdisciplinary concentration in the study of education as a liberal art; and (3) to provide courses that meet the core curriculum requirements in the social sciences.

Goals of the Teacher Education Program: To prepare facilitators of learning for secondary schools, the program addresses the following goals:

1. to provide a program of studies constituting a liberal education;
2. to provide an academic major constituting in-depth knowledge of subject matter appropriate for teaching in secondary schools;
3. to provide a sequence of professional studies courses and experiences leading to pedagogical proficiency.

Teacher Licensure: Through a series of articulation agreements with Duke University, Queens University of Charlotte, and the North Carolina Department of Public Instruction, Davidson College provides a course of study leading to North Carolina initial licensure/certification at the secondary level in the fields of English, French (K-12), Latin, Mathematics, Spanish (K-12), Science (which includes majors in Biology, Chemistry, and Physics), and Social Studies (which includes majors in Anthropology, Economics, History, Political Science, Psychology, Sociology, and Religion). All coursework is completed at Davidson. Through reciprocity agreements, North Carolina licenses are accepted in forty-two additional states. For more detailed information, interested students should contact the chair of the Department of Education during the first or second year. The Teacher Education Program Handbook is available on the Education Department Web page and provides all details related to licensing procedures.

General Requirements: In addition to meeting the requirements of the major, students in the Teacher Education Program must take the following courses: Education 121, 242, 243, and Psychology 101. Students must also have minimum scores designated by the State of North Carolina on the Praxis Series or minimum scores on the SAT prior to applying for a license in North Carolina.

Admission Requirements: Formal admission to the Teacher Education Program usually occurs during the second or third year. Students complete an "Admission to the Teacher Education Program" form and meet the following guidelines:

1. proficiency in oral and written communications through completion of core requirements and interviews with the Education Department faculty;
2. state designated minimum scores on the Praxis I series (Pre-Professional Skills Test) or minimum scores on the SAT;
3. successful completion (grade of "C" or better) of two of the following four courses: Psychology 101; Education 121, 242, or 243;
4. a minimum overall GPA of 2.5;
5. a recommendation from the Dean of Students, the departmental advisor, and one other faculty member regarding the student's interest and suitability for teaching;
6. approval of the Teacher Education Committee; and
7. approval of the Department of Education faculty and chair.

Student Teaching: Students take Education 400, 410–411, and 420 concurrently in one semester during the senior year that is reserved for student teaching. No additional courses can be taken at this time. The criteria for admission to student teaching include:

1. admission to the Teacher Education Program;
2. a minimum overall grade point average of 2.5;
3. a minimum grade point average in the teaching field of 2.0;
4. completion of all professional education courses with no grade below "C;" and
5. recommendation by the chair of the Education Department and approval of the Teacher Education Committee.

Concentration: There are two tracks—a traditional student-teaching track leading to licensure (which is outlined above) and an interdisciplinary track for students who are interested in the study of education, but not currently pursuing licensure. Both of these are described in detail in the separate section of this catalog on concentrations. Early schedule planning with the department chair is necessary to ensure completion of all requirements by graduation.

121 History Of Educational Theory And Practice

Gay / Gerdes

qTraces historical development and underlying philosophies of educational institutions and practices in the United States; considers current roles and functions of the school in relation to other social institutions such as state and church. (Fall and Spring)

221 Contemporary Educational Theory And Practice

Gay

A course that examines contemporary educational theory and teaching practices. Requires approximately sixty hours of fieldwork in a public or private school, weekly class meetings, and the production of a portfolio containing items determined in consultation with the course instructor. (Fall)

241 Child Development (=PSY 241)

Ault

(Cross-listed as Psychology 241). Individual development of normal children with emphasis on learning, social and emotional development, cognitive and language development. Special study of behavioral, social learning, and cognitive theories of development. Includes observations at local day-care centers. Psychology 101. (Spring)

242 Educational Psychology And Teaching Exceptionalities

Jackson

Psychology of learning as it relates to teaching. Focus on contemporary theories of learning, retention, transfer, motivation, educational assessment, and adolescent psychology, and their particular application to classroom teaching. Includes special emphasis on teaching exceptional students and appropriate clinical experiences in educational institutions. *Prerequisite:* Psychology 101. (Spring)

250 Multicultural Education

Jackson

The course examines critical issues related to diversifying today's educational system. Discussion topics include curricular content, assessment techniques, and the educational system's role in preparing its citizens to live and work in a global society. It views multicultural education as

encompassing teachers, parents, students, administrators, employees, employers, and society at large. The focus is on examining traditional assumptions, expectations, and biases. Satisfies the cultural diversity requirement. (Fall)

300 Seminar: Special Topics In Education Staff
Individual research on topics requested by students under conditions specified in a written contract arranged no later than the end of the first week of the term in which credit is to be authorized. Contract must include project title, summary statement of project objectives and proposed activities, preliminary bibliography, specific evaluation criteria and techniques, and schedule of conferences with the instructor. *Prerequisite: Approval of the department chair and acceptance of contract by the faculty sponsor of the department.*

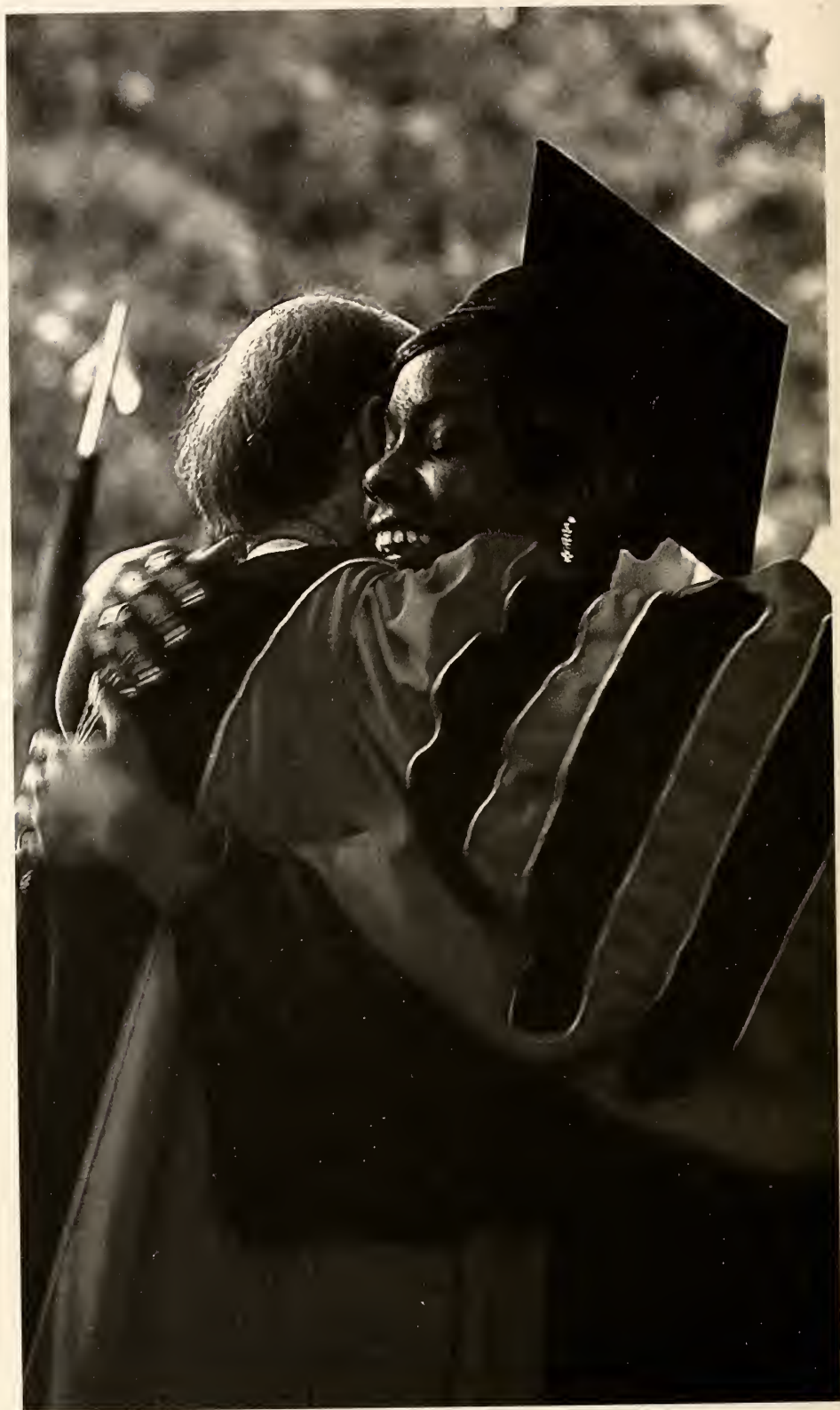
301 Independent Study In Education Staff
Areas of study vary according to educational objectives and preferences of interested students. Includes experiences in school settings (public or private) and any level (elementary or secondary) for any subject. The independent study is under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and evaluates the student's work. *Prerequisite: Approval of the instructor.*

302 Field Placement In Education Staff
Independent study in the Interdisciplinary Concentration in Education under the supervision of a faculty member who approves the student's topic(s) and evaluates the work. Areas of study and experience vary according to the student's educational objectives and preferences. Requires approximately eight hours per week in a public or private school, weekly meetings with a department faculty member, and production of a portfolio, that synthesizes the completed concentration courses. *Prerequisite: Approval of the instructor.* (Spring)

400 Organization For Teaching Gay
Procedures for effective organization and presentation of subject matter in particular academic disciplines at the high-school level. Approximately one-third of this course is taken under the direct supervision of one or more Davidson College professors in the academic discipline of anticipated certification. Requires appropriate clinical experiences in schools. *Prerequisite: Approval of the instructor.* (Spring)

410, 411 Internship In Teaching Gay
Ten to twelve weeks of full-time involvement in the secondary school spent in observing, classroom teaching, and other tasks appropriate to accomplished professional teaching. Close classroom supervision by the local secondary school and Davidson professors. *Prerequisite: Approval of college committee on teacher education.* (Spring)

420 Seminar In Secondary Education Gerdes
Function of the secondary school, nature of the secondary student, and secondary school curriculum. Emphasis on diagnostic and remedial procedures for secondary students. Discussion includes evaluation and shared experiences resulting from the internship experience. *Prerequisite: Approval of the instructor.* (Spring)



ENGLISH

Professors: Flanagan, Gibson, Kuzmanovich, Lewis, Mills (Chair),
Nelson

McGee Visiting Professor of Writing: Henri Cole (Spring 2007)

Associate Professors: S. Campbell, Churchill, Fox, A. Ingram, R. Ingram, Miller,
Parker

Assistant Professors: Vaz-Hooper

Visiting Assistant Professors: Gazzaniga

Core Requirements: Students may take either English 100W or 101W to satisfy the English composition requirement, but may not take both. English 100W and courses numbered 110 or higher—with the exception of 201, 203, 204, 301, 303, 304, 305, 310, independent studies, and tutorials—may be counted toward the fulfillment of the core requirement in literature.

Cultural Diversity Requirement: English 282, 284, 290, 383, 384 fulfill the cultural diversity requirement.

Major Requirements: Ten courses as follows:

1. English 220. *Students who declare a major in English should complete 220 and 240 by the end of the sophomore year. The remaining two historical survey courses should be completed by the end of the junior year. Those who cannot meet these deadlines must make prior arrangements with the Chair.*
2. Three historical survey courses:
 - English 240. British Literature through 18th century;
 - English 260 or English 290;
 - (English 260: British Literature, 19th through 20th century, including colonial and post-colonial literature; English 290: World Literatures, a historical survey of selected texts outside the British and American traditions.)
 - English 280. American literature through 20th century;
3. A course in writing, creative writing, or creative practice (at 200 or 300 level)
4. Five electives, three of them forming a coherent self-designed “cluster” by interest, period, or genre and at least two of the five at the 400-495 level.

Honors Requirements: The Honors Program requires a 3.5 GPA in English courses by the time of graduation and 3.2 overall GPA at the point of application to the program. It normally comprises twelve courses. These twelve include two in addition to the ten required of all majors: English 498, in which the student researches a thesis and presents plans to a thesis committee; and English 499, in which the student writes the thesis and, at the end, is examined by the thesis committee. Exceptions to the requirement of twelve courses may include the following:

1. Students who apply to the honors program may ask the department to substitute English 498 for an elective.
2. With the Department’s permission, two courses required of the honors student may come from other departments related to the student’s thesis.

A more detailed description of the Honors Program may be found on the Departmental Web page. To be awarded honors, students must achieve at least a grade of B+ in both English 498 and English 499.

Transfer Courses: The English Department accepts up to five courses from other colleges and universities as credit toward the major. To be granted transfer credit toward the major, students, after receiving College credit from the Registrar, should make their requests to the English Department Chair and submit for evaluation all relevant course materials.

101W ENGLISH COMPOSITION I

Staff

Instruction in expository writing and the research paper. Not available to students who are in Humanities or who have otherwise fulfilled the composition requirement, except by permission of the chair during Drop/Add. Open only to first-year students.

101IS INTERCULTURAL ENGLISH COMMUNICATION

Staff

Instruction in English for non-native speakers with an emphasis on the grammar, syntax, and vocabulary requisite for communicating at the college level. Not available for students who are eligible to enroll in a W course or in the Humanities sequence.

101W ETHICS AND TECHNOLOGIES OF MEDICINE

Vaz-Hooper

110 INTRODUCTION TO LITERATURE

Staff

Designed for non-majors. Emphasizes close reading and informed appreciation of literary texts. Topics and readings vary by section. Does not count toward the major.

201 INTERMEDIATE COMPOSITION

Staff

For students who wish a more advanced instruction in writing than English 100W or 101W. The focus of the course may vary from semester to semester.

203 INTRODUCTION TO WRITING POETRY

Parker

Practice in the writing of poetry with some reading of contemporary poets in English. Not open to first-year students.

204 INTRODUCTION TO WRITING FICTION

Staff

Practice in the writing of short fiction with some reading of contemporary fiction writers in English.

220 LITERARY ANALYSIS

Staff

Designed for majors. Emphasizes theoretical approaches and critical strategies for the written analysis of poetry, fiction, and drama. Writing intensive. Required for the major. Students who wish to declare a major in English should complete 220 by the end of the sophomore year. Those who do not meet this deadline must make special arrangements with the chair.

231 YOUNG ADULT LITERATURE

Campbell

Explores young adult fiction from 1860 to the present from various critical perspectives and within varied educational contexts.

240 BRITISH LITERATURE FROM THE MIDDLE AGES TO 1800

Staff

Introductory survey of the British literary tradition in poetry, drama, and narrative during the Middle Ages, Renaissance, and Eighteenth Century, with special emphasis on Chaucer, Shakespeare, Donne, and Milton. Students who major in English should complete 240 by the end of the sophomore year. Those who cannot meet this deadline must make special arrangements with the Chair. Open to seniors by permission of the chair during Drop/Add.

260 BRITISH LITERATURE SINCE 1800

Staff

British literature of the Romantic and Victorian periods and the twentieth century. Students who major in English should complete 260 by the end of the junior year. Those who cannot meet this deadline must make special arrangements with the Chair. Open to seniors by permission of the chair during Drop/Add.

261 MODERN DRAMA

Fox

Cross-Listed as Theatre 261). European, American, and British drama from Ibsen to Pinter with emphasis on the major movements within Western theater: realism, naturalism, expressionism, Epic Theater, and Theater of the Absurd.

- 280 AMERICAN LITERATURE THROUGH THE TWENTIETH CENTURY** Staff
Historical survey treating the development of American letters from the beginnings through the twentieth century. Students who major in English should complete 280 by the end of the junior year. Those who cannot meet this deadline must make special arrangements with the Chair. Open to seniors by permission of the chair during Drop/Add.
- 281 LITERATURE OF THE AMERICAN SOUTH** Mills
Regional survey from literary beginnings to the present, with particular attention to literature from the New and the Contemporary South.
- 282 AFRICAN AMERICAN LITERATURE** Flanagan
Readings in poetry, drama, and prose by African-American writers from the early 20th century to the present.
- 283 SHORT PROSE FICTION** Nelson
Theory and development of the short story with emphasis on 19th- and 20th-century authors. Lecture, discussion, and workshops. Some attention given to writing for publication.
- 284 ETHNIC AMERICAN LITERATURES** Fox
Readings in poetry, drama, and prose by selected ethnic American writers. Course topics vary from year to year.
- 286 NATIVE AMERICAN LITERATURE** A. Ingram
Literatures of the native peoples of North America, including myths and oral traditions, autobiography, poetry, drama, and fiction; emphasis on 19th- and 20th-century works. First-year students require permission of the instructor.
- 290 WORLD LITERATURES** Staff
A historical survey of selected texts outside the British and American literary traditions. Satisfies the Core Requirement in Literature, the Cultural Diversity Requirement, and Provides Major Credit in English. Students who major in English should complete 290 by the end of the junior year. Those who cannot meet this deadline must make special arrangements with the Chair.
- 291 STUDIES IN LITERATURE AND RELIGION** Gibson
Special topics considering relationships between literature and religion
- 293 FILM AS NARRATIVE ART** Staff
Relationship between prose narrative and film, with emphasis on literary origins and backgrounds of selected films, verbal and visual languages, and problems of adaptation from novel and short story to film.
- 294 STUDIES IN MODERNISM** Churchill
An examination of modernist literature and arts, with emphasis on formal experimentation within historical, political, and social contexts. Specific themes and texts may vary.
- 295 WOMEN WRITERS** Staff
Selected 19th- and 20th-century British and American women authors. Explores how culture influences the writing, reading, and interpretation of literature and how women writers articulate their experience.
- 301 WRITING NONFICTION PROSE** Staff
Advanced study of contemporary nonfiction prose, approaches to expository writing across the curriculum and editing; students may pursue special interests. First-year students require permission of the instructor.
- 303 WRITING POETRY II** Staff
Advanced work in writing poetry. Permission of the instructor required.

304 WRITING FICTION II

Staff

Advanced work in writing fiction. Permission of the instructor required.

305 WRITING PLAYS

Staff

Offered in years when a professor in residence or a visiting professor of writing or theater focuses on playwriting. Permission of the instructor required. (Not offered 2006-07.)

310 THE ENGLISH LANGUAGE

A. Ingram

Introduction to theories of modern linguistics as they illuminate the historical development of English phonology, morphology, and syntax from Old and Middle English to Modern English. Attends to both written and spoken English; examines definitions and theories of grammar, as well as attitudes toward language change in England and the U.S. Not offered 2006-07) First-year students require permission of the instructor.

340 STUDIES IN MEDIEVAL AND RENAISSANCE LITERATURE

Staff

Historical and critical study of one or more themes in a selection of medieval and Renaissance texts (to 1660). Includes readings from various genres and attention to critical approaches. First-year students require permission of the instructor.

343 CHAUCER

Gibson

Critical study of "The Canterbury Tales" and "Troilus and Criseyde" in Middle English with attention to their historical and cultural context. First-year students require permission of the instructor.

352 SHAKESPEARE

Lewis

Critical reading, discussion, and performance of selected plays. First-year students require permission of the instructor.

353 STUDIES IN ENGLISH RENAISSANCE LITERATURE

Staff

Topics in Renaissance literature such as Elizabethan and Jacobean drama, Renaissance schools of poetry, and Northern humanist culture. First-year students require permission of the instructor.

355 MILTON

R. Ingram

"Paradise Lost", "Paradise Regained", "Samson Agonistes", selected minor poems, selected prose. First-year students require permission of the instructor.

360 STUDIES IN BRITISH LITERATURE, 1660-1900

Staff

Historical and critical study of one or more themes in a selection of British literary texts from 1660-1900. Includes readings from various genres and attention to critical approaches. First-year students require permission of the instructor.

361 THE EIGHTEENTH CENTURY

Vaz-Hooper

Historical and critical study of British literature from 1660 to 1800. First-year students require permission of the instructor.

362 BRITISH ROMANTICISM

Vaz-Hooper

Poetry and prose of early 19th-century Britain. First-year students require permission of the instructor.

363 THE BRITISH NOVEL TO DICKENS

Staff

Selected authors including Richardson, Defoe, Swift, Radcliffe, Fielding, Sterne, and Austen with an emphasis on critical and theoretical approaches. First-year students require permission of the instructor.

370 DAVIDSON SUMMER PROGRAM AT CAMBRIDGE UNIVERSITY

Limited to thirty students, the Davidson Summer Program at Cambridge focuses on the history and literature of late 18th- and 19th-century Britain. Students may receive credit for either English 370 or History 390.

371 VICTORIAN LITERATURE

Vaz-Hooper

Readings in the prose and poetry of the period. First-year students require permission of the instructor.

372 BRITISH FICTION FROM DICKENS TO THE PRESENT

Churchill

Selected works of British and Commonwealth fiction from the Victorian period to the present. First-year students require permission of the instructor.

373 MODERN BRITISH AND IRISH POETRY

Churchill

Development of poetry in England and Ireland from Hopkins and Hardy to the present. First-year students require permission of the instructor.

380 STUDIES IN AMERICAN LITERATURE

Nelson

Historical and critical study of one or more themes in a selection of American literary texts. Includes readings from various genres and attention to critical approaches. First-year students require permission of the instructor.

381 AMERICAN FICTION: 19TH CENTURY

A. Ingram

Historical and theoretical understanding of romanticism, realism, and naturalism, with attention to Poe, Hawthorne, Melville, Twain, James, Crane, and others. First-year students require permission of the instructor.

382 NINETEENTH CENTURY AMERICAN POETRY

Staff

Historical and theoretical understanding of major trends in American poetry of the nineteenth century with special attention to Romanticism, Sentimentalism, and Realism. Major authors include Emerson, Whitman, Poe, Longfellow, Melville, Dickinson, Dunbar, among others. First-year students require permission of the instructor.

383 CARIBBEAN LITERATURE FLANAGAN

An exploration of major themes and tropes in fiction, poetry and drama by writers of African, Asian, and European descent in the English, French, and Spanish speaking islands. Writers include figures such as V.S. Naipaul, Kamau Brathwaite, Maryse Conde, Paule Marshall, Derek Walcott, Jean Rhys, and Edouard Glissant. First-year students require permission of the instructor.

386 AMERICAN FICTION: 20TH CENTURY

Nelson

Historical and theoretical understanding of modernism, postmodernism, and contemporary literature, with attention to Dreiser, Fitzgerald, Faulkner, Ellison, O'Connor, Welty, Bellow and others. First-year students require permission of the instructor.

387 MODERN AMERICAN POETRY

Churchill

Development of poetry in America from Whitman and Dickinson to the present. First-year students require permission of the instructor.

388 CONTEMPORARY THEATRE

Fox

Alternative and mainstream American and British theatre after 1950, from Pinter to Kushner, with emphasis on developments arising in political theatre, postmodern theatre, and solo performance. First-year students require permission of the instructor.

389 STUDIES IN LITERATURE AND THE ENVIRONMENT

A. Ingram

Special topics in environmental literature, such as American nature writing, the Thoreauvian narrative, ecocriticism, and ecoliterature. First-year students require permission of the instructor.

391 LITERARY CRITICISM

Staff

Analytic and comparative reading of major critical texts. First-year students require permission of the instructor.

392 STUDIES IN LITERATURE BY WOMEN

Mills

Special topics in women's writing such as *Inflections of the Self*, *Poetry and Female Identity*, the *Woman Hero*, *Gender and Text*. Fall 2006 topic: *American Women Poets*. First-year students require permission of the instructor.

393 STUDIES IN LITERATURE AND THE VISUAL ARTS

Miller

Special topics considering relationships between literature and the visual arts. Designed especially for students who wish to pursue the study of film beyond the level of English 293 and for students interested in relationships among painting, sculpture, and literature. Permission of the instructor required.

394 STUDIES IN MODERN LITERATURE

Staff

Special topics in modern literature, such as *Modern International Fiction*, *Contemporary Poetry*, *Literature and Medicine*, and *Contemporary Drama*. First-year students require permission of the instructor.

395 INDEPENDENT STUDY IN LITERATURE

Staff

Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation. Permission of the instructor required.

396 INDEPENDENT STUDY IN WRITING

Staff

Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation. Permission of the instructor required.

397 INDEPENDENT STUDY

Staff

Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation. Permission of the instructor required. Limited to senior English majors.

400-494 SEMINARS

Seminars, numbered 400 through 292, are limited to twelve juniors and seniors with preference to English majors. English 495, 498, and 499 are limited to seniors.

495 SENIOR COLLOQUIUM

Gibson, A. Ingram, R. Ingram

Approaches a wide range of literature through specific topics, themes, or problems chosen by the course instructors. Topics may include a genre, a specific historical issue, or some other broad organizing principle. Emphasizes synthesis and analysis of material from disparate cultures and periods by reading, discussing, and writing about works that exemplify the course's topics. The topic for 2006 is "Literary Monsters."

498 SENIOR HONORS RESEARCH

Churchill

Reading and research for the honors thesis and field examination taught by the student's thesis director and the departmental honors advisor. Culminates in an oral presentation to the student's honors committee. Final evaluation conducted by the student's thesis director. Ordinarily, taken in the fall of the senior year. Permission of the instructor required.

499 SENIOR HONORS THESIS

Churchill

Writing of the honors thesis begun in English 498, directed by the student's thesis director and supported through instruction of the departmental honors advisor. Concludes with an oral defense of the thesis and a field examination administered by the student's honors committee. Final evaluation conducted by the student's thesis director in consultation with the student's honors committee. Ordinarily, taken in the spring of the senior year. Permission of the instructor required.

FRENCH

Professors: Jacobus, Singerman, Slawy-Sutton (Chair), Sutton, Yoder

Associate Professor: Kruger (Resident Director, France, 2006-07)

Assistant Professor: Sachs (On Leave, 2006-07)

Visiting Professor: Buckley

Core Requirements: Any course numbered 220–229, 290 or 320–363 may be counted toward the fulfillment of the core requirement in literature.

Cultural Diversity Requirement: French 361 and 363 are options for fulfilling the cultural diversity requirement.

Foreign Language Requirement: Completion of French 201 meets the foreign language requirement for the degree.

Students with prior work in French must take a placement test to assess their language proficiency. Using the results of the placement exam (which tests reading and listening skills) and the high school record, the department places the student at the appropriate level.

Students may satisfy the language requirement by high achievement on the placement exam. Should they wish to continue French, they should enroll in a course numbered 202 or above. Other students may petition the department to satisfy the language requirement on the basis of an oral examination given by a member of the department.

Study Abroad: The department strongly encourages all students, especially French majors or minors, to study abroad for a minimum of one semester. Davidson's own program is located in Tours where students may spend an academic year or either semester (see section on Study Abroad for more details). Students participating in non-Davidson foreign-study programs must secure advance approval from the department for credit toward the major.

Major Requirements: Ten French courses numbered above 202, and including:

1. French 211 or equivalent;
2. French 260 or the equivalent;
3. three 300-level courses including at least one in the 320-359 series and at least one in the 361-379 series;
4. 490 (Senior Seminar);
5. 491 or 499 (Senior Thesis or Honors Thesis).

Note 1: In addition to 490 and 491 (or 499), senior majors are required to take a third course in the department during the senior year.

Note 2: We encourage majors to take courses in French studies offered by other departments. With approval of the French department, one such course may be included as one of the ten required for the major. Examples include ART 224, HIS 228, and HIS 328.

In the spring semester of their senior year, French majors write a senior thesis in French based on a personal reading program developed with the help of a faculty advisor. The reading program may be organized around a literary theme, genre, or movement, as well as a particular author or a civilization topic. Recent topics (translated for convenience) have included: "Economic Development in Senegal," "Images of Homelessness in French literature," "Literary Treatments of Robespierre," "The Novels of Simone Schwarz-Bart," and "Balzac and Ambition."

Students interested in obtaining teacher certification (K–12) in French must satisfy all the education requirements in addition to the major requirements in French, with the exception of French 491 (which is waived to allow the student to complete the education program in the spring semester, including student teaching). Teacher certification candidates submit and present orally a paper on foreign language pedagogy in lieu of the senior thesis.

Minor Requirements: Six courses at the level of French 211 and above. Must include Composition and Conversation (211 or the equivalent), Introduction to French Literature (220–229, or the equivalent), a course in French culture or civilization (260, 360–369, or the equivalent), and three additional courses beyond 211 in French language, literature, and/or civilization, one of which must be at the 300 level or above. At least two of the six courses must be taken at Davidson, one of which must be at the 300 level or above.

Honors Requirements: Candidates for honors take the regular courses for the major, with the exception of French 491. In the Fall, in order to be accepted as candidates for honors, students must, in addition to having a 3.5 GPA in French courses, write an essay demonstrating their ability in written French. Then, with prior departmental approval, candidates for honors register for French 499 in the spring semester of the senior year, write an honors thesis, and complete an oral defense in French before a departmental thesis committee.

100W (Comp) FIRST-YEAR SEMINAR Singerman
Writing intensive (in English) study of selected topics.
Satisfies the core requirements in composition and literature. Open only to first-year students. (Spring 2007)

101 ELEMENTARY FRENCH I Buckley
Introductory French course developing basic proficiency in the four skills: oral comprehension, speaking, writing, and reading. Requires additional work in drill sessions and the language laboratory. Normally, for students with no previous instruction in French.

102 ELEMENTARY FRENCH II Singerman, Buckley
Continuing development of basic proficiency in the four skills. Drill sessions and work in language laboratory. *Prerequisite:* French 101 at Davidson or permission of the department.

103 INTENSIVE BEGINNING FRENCH Jacobus
Beginning French. Meets 6 class-hours per week plus meetings with an assistant teacher (AT). Completes two semesters of French in one semester. Equivalent to French 101 and 102. Counts as two courses. (Fall only)

201 INTERMEDIATE FRENCH Yoder
Development of skills in spoken and written French, with extensive oral practice and grammar review. Requires work in the language laboratory or the equivalent. Fulfills foreign language requirement.

202 ADVANCED INTERMEDIATE FRENCH Sutton
Further cultivation of intermediate-level oral and written skills, with selected grammar review. *Prerequisite:* French 201, placement examination, or permission of the department.

Guidelines for selecting courses beyond the intermediate level.

The minimum requirement for courses numbered 211 or above is French 202. Students who have completed 202 or the equivalent may enroll in any course in the 200's. For help in matching literature, civilization, and advanced language courses to linguistic skills and interests, students may consult with any member of the French Department.

Completion of a course numbered 220 or above is normally required for enrollment in a course numbered 300 or above.

211 FRENCH CONVERSATION AND COMPOSITION Buckley, Slawy-Sutton
Advanced oral and written practice; review of selected grammatical topics. *Prerequisite:* French 202, placement examination, or permission of the instructor.

Introductory Literature Courses (220–229)

Students beginning the study of French literature normally choose a course at this level. Senior French majors may not enroll in introductory literature courses for major credit. At least one introductory literature course, from the following list, will be offered each semester.

220 QUESTIONS OF AUTHORITY

Sachs, Buckley

Literature treating the theme of education and how the question of education intersects with issues such as national identity, religion and morality, colonialism and the status of women. Typical authors: Voltaire, Rousseau, Claire de Duras, Flaubert, Gide, Kane, Simone de Beauvoir. *Prerequisite: French 202 or above.* (Offered Spring 2007)

222 LITERATURE AND REVOLT

Singerman

Literature treating the theme of social, moral, metaphysical or political revolt. Typical authors: Gide, Mauriac, Camus, Genet, Ionesco. *Prerequisite: French 202 or above.* (Not offered 2006–07)

223 CHILDHOOD AND YOUTH

Slawy-Sutton

Literature treating the theme, "l'enfance et l'adolescence," through different genres and literary periods. Typical authors: Maupassant, Colette, Prévert, Anouilh, Sarraute, Sebbar. *Prerequisite: French 202 or above.* (Offered Fall 2006)

224 INNOCENCE AND AWARENESS

Kruger, Sutton

Literature treating the theme of self-discovery in different genres and literary periods. Typical authors: Voltaire, Flaubert, Camus, Molière, Claire de Duras. *Prerequisite: French 202 or above.* (Not offered 2006–07.)

225 MALE AND FEMALE

Buckley, Yoder

Literature treating the theme of changing gender roles and relationships. Typical authors: Marie de France, Molière, Sand, Maupassant, Gide, Mauriac, Camus, Bâ, Condé. *Prerequisite: French 202 or above.* (Offered Fall 2006)

229 INTRODUCTION TO LITERATURE ABROAD

Staff

An introductory literature course taught in Tours by the resident director. Readings chosen from a variety of genres and literary periods and organized thematically. *Prerequisite: French 202 or above.*

250 FRENCH PHONETICS AND TRANSLATION

Yoder

Systematic study of French pronunciation and intonation as they relate to underlying grammatical patterns and presentation of translation theory with exercises designed to reduce the number of anglicisms in written and spoken French. Extensive individualized instruction in the Language Resource Center. *Prerequisite: French 211 or the equivalent, or permission of the instructor.* (Spring)

260 CONTEMPORARY FRANCE

Singerman, Sutton

Contemporary French social and political institutions, attitudes and values, emphasizing current events. Especially recommended for those planning to study in France. *Prerequisite: French 202 or above.* (Offered Fall 2006)

Pedagogy

311 FOREIGN LANGUAGE IN THE SCHOOL SYSTEM

Teaching French in a local elementary or secondary school when and if a special arrangement has been worked out in advance with the student, the French Department and the School. For students already proficient in French. Includes readings in foreign language pedagogy and a term paper. Course requirements may be satisfied over one or two semesters, depending on the frequency of class meetings. *Prerequisites: Permission of the department chair and the availability of such an opportunity.*

Advanced Courses**320 THE FRENCH NOVEL**

Kruger, Slawy-Sutton

Reading and discussion, in historical and social context, of major French novels selected from the classical, romantic and contemporary periods. *Prerequisite:* Any course numbered French 220 or above, or permission of the instructor. (Not offered 2006-07)

322 NORTH AFRICA IN NOVEL AND FILM (I)

Slawy-Sutton

Analysis of French texts of the 19th and 20th centuries (from French colonization to immigration) which deal with themes and images relative to North Africa, and of contemporary literature by North African immigrants in France. (Not offered 2006-07)

329 STUDIES IN THE NOVEL

Kruger, Slawy-Sutton, Sachs

Typical course titles: "Adultery in the Novel," "The 'I's' Have It" (first-person narrative), "L'Asie dans romans et films francophones," or: "Fin-de-siècle Culture Wars: Science and the Spiritualist Reaction." *Prerequisite:* Any course number French 220 or above, or permission of the instructor. (Offered Spring 2007)

330 MODERN FRENCH DRAMA

Singerman

Thematic and esthetic analysis of masterpieces of French theater, ranging from the romantic era through the contemporary period. Typical authors: Hugo, Musset, Claudel, Anouilh, Giraudoux, Montherlant, Sartre, Camus, Ionesco, Beckett, Genet. *Prerequisite:* Any course numbered French 220 or above, or permission of the instructor. (Not offered 2006-07)

339 STUDIES IN THE THEATER

Staff

Prerequisite: Any course numbered French 220 or above, or permission of the instructor. (Not offered 2006-07)

349 STUDIES IN POETRY

Jacobus

Typical titles: "Women Poets" or "Poetry, Passion, Painting." *Prerequisite:* Any course numbered French 220 or above, or permission of the instructor. (Offered Fall 2006)

361 FRANCOPHONE AFRICA AND THE CARIBBEAN

Yoder

Literature and civilization of French-speaking Africa and the Antilles. Focus on social, political and prophetic roles of the writer. *Prerequisite:* Any course numbered French 220 or above. (Offered 2006)

362 QUEBEC: LITERATURE, SOCIETY, AND CULTURE

Kruger

Literature and civilization of Québec. Focus on the events, individuals and movements that have shaped this dynamic and diverse French-speaking society. *Prerequisite:* Any course numbered French 220 or above. (Not offered 2006-07)

363 NORTH AFRICA IN NOVEL AND FILM (II)

Slawy-Sutton

Francophone authors of the Maghreb: Literature and civilization of French-speaking North Africa. Focus on French colonization and post-colonial themes. Texts by major writers from Algeria, Morocco and Tunisia (Djebar, Sebbar, Memmi, Chraïbi, Dib). *Prerequisite:* Any course numbered French 220 or above. (Not offered 2006-07)

365 MASTERPIECES OF FRENCH CINEMA (in English) (=CIS 315)

Singerman

French films and filmmakers from origins of cinema to the contemporary period, emphasizing surrealism (Bunuel, Vigo, Cocteau), poetic realism (Clair, Renoir, Carne), and the "New Wave" (Resnais, Godard, Truffaut). *Prerequisite:* Any course numbered French 220 or above. (Not offered 2006-07)

369 STUDIES IN FRENCH CIVILIZATION

Sutton, Sachs

Typical titles: "Où va la France?" Study of questions concerning French society, including national identity, the social welfare system, the French economy, secondary/higher education, and France's relations to other states. *Prerequisite:* Any course numbered French 220 or above. (Offered Spring 2007)

Study Abroad

229 INTRODUCTION TO FRENCH LITERATURE ABROAD

Course in literature taught by the Davidson program director in Tours. (Offered 20006-07)

280–282, 380 LANGUAGE STUDY ABROAD

Courses in French grammar, vocabulary building, composition, and corrective phonetics—taken at a university in a French-speaking country.

285 PHONETICS AND TRANSLATION ABROAD

A course in corrective phonetics and translation taken at a university in a French-speaking country.

287–288, 387–389 STUDIES IN CIVILIZATION AND CULTURE ABROAD

Courses on topics related to francophone civilization (e.g., culture, history, politics) taken at a university in a French-speaking country.

384–386 STUDIES IN LITERATURE ABROAD

Courses in francophone literature taken at a university in a French-speaking country.

Independent Study

295, 296, 297 Independent Study For Non-Majors

Individual work under the direction of a faculty member who reviews and approves the topic of study and determines the means of evaluation.

395–397 INDEPENDENT STUDY FOR MAJORS

Individual work under the direction of a faculty member who reviews and approves the topic of study and determines the means of evaluation. Does not satisfy the genre requirement for the major.

Seminars (490–499)

490 SENIOR MAJOR SEMINAR

Jacobus

An advanced seminar treating a special topic in French literature and/or civilization chosen by the instructor each year. Offered in the fall semester and required of majors. (Fall)

491 SENIOR THESIS

An in-depth study of a literary theme, genre, movement, author, or topic of civilization in close consultation with a faculty advisor. Required of all senior majors in the spring semester, except those students enrolling in 499 Senior Honors Thesis.

499 SENIOR HONORS THESIS

Seniors who satisfy requirements for admission to the departmental honors program enroll in 499. A written request containing a brief description of the thesis project and a working bibliography is submitted to the department for consideration no later than the fifth week of the fall semester of the senior year. Approval of project proposal constitutes permission to enroll in 499. An oral defense of the thesis is required.

GERMAN/RUSSIAN

Professors: Denham, Epes, Henke (On Leave, Fall), McCulloh (Acting Chair, Fall)

Associate Professor: McCarthy (On Leave, Spring)

Assistant Professor: Ewington (On Leave, Spring)

Visiting Instructor: Hunt (Resident Director, Germany 2006-07)

Core Requirements: German 100W, 231, 251, 329-349; Russian 100W, 294, 302, 320, 349-361 satisfy the core requirement in literature.

Foreign Language Requirement: German 201 or Russian 201 meets the foreign language requirement for the degree.

Achievement tests are used to place entering students at a level appropriate to their background. Please see the note on placement under each language.

GERMAN

Placement: Students who have studied German prior to entering Davidson but have not been awarded college credit for it will take an online placement test administered by Davidson. They will be placed in German 251 or 252 if their preparation is exceptional; such students may request an additional oral examination to certify completion of the language requirement without additional courses. Students are placed in German 201, if their preparation is strong; in German 102, if less strong. In some cases, the department will recommend that a student who has studied German in high school begin in German 101. No student who has studied German in high school, however, should expect to take German 101 for credit without the express permission of the department.

Major Requirements: Nine courses above German 231 are required for the major in German. They must include: German 251 or a comparable course at a university in a German-speaking country; German 291 or 321; and German 499, the senior comprehensive course. During the senior year at Davidson, students must take at least three courses at the 400 level or above, one of which must be German 499. With departmental approval, one of the courses may be a 300- or 400-level course related to German studies (e.g., European History, Contemporary European Politics, European Art). Students must pass a comprehensive examination based on the departmental reading list. Finally, students must demonstrate proficiency by passing the German university language entrance exam, or DSH, at Würzburg (or the equivalent at another university in a German-speaking country). Other proficiency testing, ordinarily the Test Deutsch als Fremdsprache, will be arranged for those who cannot study abroad but wish to major in German.

Minor Requirements: Six courses above German 231 are required for the minor, at least three of which must be taken at Davidson. These should include: German 251 or 291 (or both), and at least one 400-level course that is not cross-listed with another department. The department strongly recommends study abroad at Würzburg or in an approved program in a German-speaking country.

Honors Requirements: In addition to the major requirements, a student accepted by the department for consideration for honors must write and defend a senior thesis, German 495. To be considered, a student must at the time of application have an overall GPA of 3.2 or better. To receive honors, the student must at the time of graduation have a 3.5 average in all courses counted toward the major, and the department must judge the thesis and its defense worthy of honors.

Study Abroad: A German major should plan to study abroad if at all possible. Students who have completed German 201 are eligible to apply for the Davidson JYA program in Würzburg and should plan to take as many courses as possible from among German 251, 252, and 291 before departure. For students who wish to major in German but are unable to participate in the Junior Year Abroad program in Würzburg, the department will recommend summer or semester program..

100W (Comp) FIRST-YEAR SEMINAR

Writing intensive (in English) study of selected topics. (Not offered in 2006-07) Satisfies the core requirements in composition and literature. Open only to first-year students. (Fall and Spring)

McCarthy, McCulloh

101, 102 ELEMENTARY GERMAN I AND II

For beginners. Introduction and development of the basic skills of listening, speaking, reading, and writing, along with presentation of the fundamental structures of German. Each course requires work in the Language Center and participation in AT sessions. German 101 or an appropriate placement score is prerequisite to German 102. (101 offered in the Fall; 102 in Fall and Spring)

McCulloh

103 INTENSIVE ELEMENTARY GERMAN

Henke

For beginners. Introduction and development of the basic skills of listening, speaking, reading, and writing along with presentation of the fundamental structures of German. Requires work in the Language Center and participation in AT sessions. Meets six class hours per week. [Equivalent to GERMAN 101 and 102, counting for two courses.] (Spring)

201 INTERMEDIATE GERMAN

Denham, McCarthy

Continuing work in developing language skills, with strong emphasis on speaking and writing. The course requires work in the Language Center and participation in AT sessions. Fulfills the foreign language requirement. *Prerequisite: German 102, 103, or placement.* (Fall and Spring)

231 CULTURAL TOPICS IN TRANSLATION

Henke

Selected interdisciplinary topics in German, Austrian, or Swiss culture. Covers various aspects of culture and society, including history, politics, economics, literature, film, art and architecture, music, mass media, and folk customs. Topics vary from year to year; samples include Weimar modernism, Berlin from the Enlightenment to the present, Vienna at the turn of the century, and the Holocaust in German history and culture. *No prerequisite for German 231.* (Spring)

251 INTRODUCTION TO GERMAN LITERATURE

McCulloh

Literary works from five periods of German literature: Classicism, Romanticism, Realism, Twentieth Century to 1945, and 1945 to the present. The course serves both as an introduction to German literature and as a basis for extensive conversation and composition. *Prerequisite: German 201 or placement.* (Spring)

252 GERMAN CONVERSATION AND COMPOSITION

McCarthy

Advanced oral and written practice and review of selected grammatical topics. *Prerequisite: German 201, placement examination, or permission of the instructor.* (Fall)

291 CONTEMPORARY GERMANY

Denham

Examination of contemporary life in Germany. Texts include current newspapers and magazines, supplemented by video and film. Emphasis on composition and conversation. Strongly recommended for students planning to study in Germany. *Prerequisite: German 201 or permission of the instructor.* (Spring)

298 INDEPENDENT STUDY

Staff

Independent study under the direction and supervision of a faculty member who reviews and approves the topics of the study, reviews the student's work on a regular basis, and evaluates the student's accomplishment. Either one major paper or a series of shorter ones will be among the requirements. *Prerequisite: Permission of the supervising faculty member and the department chair.*

COURSES AT THE JULIUS-MAXIMILIANS-UNIVERSITÄT, WÜRZBURG

Course numbers 301–389 are reserved for courses taken on the Davidson Junior Year Abroad Program (JYA) in Würzburg. For courses taught by Würzburg faculty, the permanent record will show a short title (in English) reflecting the topic of the course abroad. Credit is awarded by the Registrar on the recommendation of the Resident Director.

301 INTENSIVE LANGUAGE STUDY ABROAD

Taught in Germany at the beginning of the JYA program and required of all students participating in the program unless excused by the Resident Director. (Fall)

309 - 319 STUDIES IN LANGUAGE AND LINGUISTICS

Studies in Language and Linguistics

321 GERMAN HISTORY AND CULTURE

Taught by Davidson's Resident Director in Würzburg and required of all students participating in the Davidson Junior Year Abroad Program in Germany. Topics are

determined by the Resident Director with departmental approval. Continued work in composition and conversation is an integral part of the course. Students are expected to participate in course-related excursions organized by the Resident Director. (Fall)

329, 339, 349 Studies In German Literature
Studies in German Literature

359, 369, 379, 389 STUDIES IN GERMAN CULTURE

398, 399 INDEPENDENT STUDY

Staff

For majors and other advanced students. Independent study under the direction and supervision of a faculty member who reviews and approves the topics of the study, reviews the student's work on a regular basis, and evaluates the student's accomplishment. Either one major paper or a series of shorter ones will be among the requirements. *Prerequisites: Permission of the supervising faculty member and the department chair.*

401–489 SEMINARS

Henke, McCulloh

Courses numbered 401–489 are seminars; specific topics are announced in advance of registration. *Prerequisites: German 251 or 321 and permission of the instructor.* (Two seminars are offered on campus each Fall.)

491, 492 INDEPENDENT STUDY

Staff

For majors. Independent study under the direction and supervision of a faculty member who reviews and approves the topics of the study, reviews the student's work on a regular basis, and evaluates the student's accomplishment. Either one major paper or a series of shorter ones will be among the requirements. *Prerequisites: Permission of the supervising faculty member and the department chair.*

493 SENIOR THESIS

495 SENIOR HONORS THESIS

Staff

Either thesis course requires permission of the department; German 495 is restricted to those students who have been accepted as candidates for departmental honors. Research and writing of a thesis under the direction and supervision of a faculty member; approval of the topic by the supervising faculty member is required before registration for the course. Credit is not awarded for both 493 and 495. (Spring)

499 SENIOR COLLOQUIUM

Denham

The Senior Colloquium emphasizes individual projects related to a central theme and discussion of selected items from the departmental reading list. (Spring)

RUSSIAN

Placement: Students who have studied Russian prior to entering Davidson but have not been awarded college credit for it will take a placement test at Davidson and will be placed at a level appropriate to them on the basis of the test, their language experience, and an oral interview. No student with a background of Russian study may take Russian 101 for credit without the permission of the department.

Although Davidson does not offer a Russian major at this time, students may pursue a major related to Russian through the Center for Interdisciplinary Studies.

Minor Requirements: Elementary and Intermediate Russian 201 and 202 are required for the minor. In addition, students must take six courses, at least three of which must be taken at Davidson. These must include:

1. At least four courses in literature or advanced language selected from the following: Russian 291, 292, 293, 294, 295, 301s, 319, 320, 395, 396, 401, 410 and courses taken abroad with departmental approval (329–379). No more than two courses may be courses in literature in translation.
2. At least one course from among History 337, 339, 435, or a comparable course taken abroad).

With departmental approval, one of the six courses may be a second history course from the list above, or Political Science 336 (Russian/Post-Soviet States Politics).

Study Abroad: Students minoring in Russian are strongly encouraged to study abroad. All students are eligible to participate in the Davidson in Moscow program. The department will advise students concerning opportunities for spending a semester or academic year in Russia.

100W (Comp) FIRST-YEAR SEMINAR

Ewington

Sample topics include Women in Russian Literature, Russia and the West, Literature of Dissent. Satisfies the composition requirement. Open only to first-year students. (Spring)

101, 102 ELEMENTARY RUSSIAN I AND II

Ewington, Staff

For beginners. Introduction and development of basic skills of listening, speaking, reading, and writing, along with presentation of the Cyrillic alphabet, fundamental sounds and structures of Russian and a general introduction to Russian culture. Each course requires work with audio, video, and computer exercises and participation in organized drill sessions. Russian 101 or an appropriate placement score is prerequisite to Russian 102. (101 in the Fall, 102 in the Spring)

201 INTERMEDIATE RUSSIAN I

Ewington

Continuing work in development of basic skills of Russian, with an emphasis on speaking and reading literary texts and newspapers. *Prerequisite: Russian 102 or placement.* (Fall)

202 INTERMEDIATE RUSSIAN II

Staff

For those who wish to continue toward advanced levels of Russian. *Prerequisite: Russian 201 or placement.* (Spring)

293 TOPICS IN RUSSIAN CULTURE IN TRANSLATION

Ewington

Selected topics in Russian culture in English translation. Sample topics include St. Petersburg, Post-Soviet Culture, Stalinism, Soviet and Russian film, The Poet in Russian Culture. (Not offered 2006-07) *Prerequisite: English 101 or equivalent.*

294 TOPICS IN RUSSIAN LITERATURE IN TRANSLATION

Staff

Selected topics in Russian literature in translation. Sample topics include Women in Russian Literature, Tolstoy and Dostoevsky, The Devil in Russian Literature, memoir literature, the Nineteenth-Century Russian novel. Fulfills the Core Requirement in Literature. *Prerequisite: English 101 or equivalent.* (Spring)

295 INDEPENDENT STUDY

A topic chosen by the student and researched under the direction of the faculty member, who reviews and approves the topic and determines the means of evaluation of the student's work. *Prerequisite: Permission of the instructor.* (Not offered in 2006-07)

301 ADVANCED INTERMEDIATE RUSSIAN

Ewington

Further development of proficiency in listening, speaking, reading, and writing. *Prerequisite: Russian 202.* (As enrollment warrants.) (Not offered in 2006-07)

319 CONTEMPORARY RUSSIA

Discussions and written assignments based on excerpts from current newspapers, magazines, and films, focusing on recent Russian history, literature, and daily life. *Prerequisite: Russian 202.* (As enrollment warrants.)

320 MASTERPIECES OF RUSSIAN LITERATURE

Advanced reading and discussion on works by some of the following authors: Pushkin, Gogol, Dostoevsky, Tolstoy, Turgenev, Mayakovsky, Bulgakov, Pasternak, Akhmatova, and Tolstaya. *Prerequisite: Russian 202.* (As enrollment warrants.)

329-379 COURSES TAKEN IN A RUSSIAN-SPEAKING COUNTRY

Russian courses numbered 329-379 represent courses taken in a Russian-speaking country. The permanent record will show a short title (in English) reflecting the topic of the course taken abroad.

401 SEMINAR IN SPECIAL TOPICS

Ewington

Study of a specific author, genre, theme, or aspect of culture. Readings, compositions, oral reports, and discussions in Russian. *Prerequisite: Permission of the instructor.* (Not offered in 2006-07)

410 SPECIAL TOPICS IN TRANSLATION

Ewington

Intensive reading and discussion of a single Russian writer or aspect of Russian culture at the advanced level. Sample authors include Tolstoy, Dostoevsky, and Chekhov. Counts toward the major requirement in English. (Not offered in 2006-07) (Fall)

HISTORY

Professors: Barnes, Berkey (On Leave), Edmondson, Krentz, Levering, McMillen (On Leave), Thomas, Wertheimer (Chair)

Associate Professors: Aldridge, Dietz

Assistant Professors: Dennis, Guasco, Mangan, Tilburg

Core Requirement: Any course in history numbered below 395 may be counted toward the core curriculum requirement in history.

Cultural Diversity Requirement: History 162, 163, 171, 175, 176, 183, 184, 218, 302, 303, 350, 361, 364, 375, 381, 383, 384, 385, 451, 464, 465, 471, or 472 fulfill the cultural diversity requirement.

Advanced Placement Credit: Students normally receive credit for History 122 or 141 when they have earned a score of 5 or 4 on the Advanced Placement Examination in European or American History of the College Entrance Examination Board. (Only a 5 will be accepted beginning with the Class of 2008.) Students normally receive credit for a 100-level course, as appropriate, when they have earned a score of 7 or 6 on The Higher Level Examination in History of the International Baccalaureate Program. No more than two such courses may count toward the major.

Major Requirements: Eleven courses in history, including:

1. At least three, but no more than four, 100-level courses above 101, normally to be completed by the end of the second year, divided among at least three of the following areas (see note 2):
 - a. Pre-Modern Europe (109, 110, 112, 119, Humanities I)
 - b. Modern Europe (120, 121, 122, Humanities II)
 - c. United States (141, 142)
 - d. Latin America, India, Far East, Middle East, China (162, 163, 171, 175, 176, 183, 184)

Note: Students who have completed the Humanities Program receive credit for one 100-level course in either a or b, but not both.

2. One course numbered between 200 and 298, to be taken at Davidson College and normally to be completed by the end of the second year.
3. Five or six courses between 299 and 479, at least one of which must be a topical seminar at the 400-level. See note (2) below (excluding 480 and the Kelley Program).
4. History 480 (Senior Research Seminar), or History 488/489 (Kelley Honors Seminar). Notes:
 - (1) One regular course applied to the major must deal substantially with the pre-modern period (109-119, 162, 171, 175, 183, 215, 311-319, 321, 322, 385, 414, 416, 421, 422, 465, 475, HUM I or suitable transfer course).
 - (2) Most courses numbered below 300 are not open to seniors; those 300 and above are normally not open to first-year students. Seminars are open only to juniors and seniors.

(3) History majors may elect to apply the following course toward requirements at the 300 level: GER 231 (only the Denham/Holocaust section).

(4) Normally, at least seven (7) of the courses used to satisfy the major are to be taken at Davidson.

(5) If you go abroad or attend another institution, you can receive up to two credits for a semester away from Davidson: for a year, up to three courses. Any history course taken at another institution for which you desire credit toward the major must be discussed with the department chair before you leave and after you return.

(6) Davidson's Cambridge Summer Program counts as one history credit at the 300-level.

Honors Requirements: Candidates for admission to the honors program in history must have an overall grade point average of 3.2 after the fall semester of the junior year. Honors candidates must write an honors thesis and defend it orally, in History 488/489 (the Kelley Seminar) during the senior year. To qualify for honors at graduation, candidates must have earned an average of 3.5 or above in the major, an "A" or "A-" on the thesis (History 489), and an overall average of 3.2 or above.

The Kendrick K. Kelley Program in Historical Studies represents a living memorial to Ken Kelley, Class of '63, an honors history graduate who was killed while serving in Vietnam in 1968. The Kelley Program seeks to enrich the academic experience of students majoring in history and to encourage them to emulate Ken Kelley's virtues and achievements.

The program has three components. First, junior history majors who have a minimum overall grade point average of 3.2 are invited to apply to the Kelley Scholars program during the spring semester. Those admitted to the program enroll in a year-long Kelley Seminar (History 488/489) for seniors which culminates in the writing of a thesis, which authors defend orally. Travel funds enable Kelley Scholars to pursue research in distant libraries and archives. Second, the Kelley Lecture Series brings distinguished historians to the Davidson campus. Third, the Kelley Award annually recognizes the senior history major who best exemplifies Ken Kelley's personal qualities—superior academic performance, self-effacing leadership, and personal integrity.

100-Level Courses

100W (Comp) FIRST-YEAR SEMINAR Staff
Selected topics in history, e.g., "Individuals and Society in the Early Republic, 1787–1837" and "American Reformers and Utopians." Satisfies the composition requirement and the core requirement in history. Open only to first-year students. (Fall or Spring)

109 GREEK HISTORY Krentz
(Cross-listed as Classics 231). Introduction to the history and culture of ancient Greece. (Fall)

110 ROMAN HISTORY Krentz
(Cross-listed as Classics 232). Introduction to the history and culture of the ancient Roman world.

111 GREEK AND ROMAN HISTORY Krentz
(Cross-listed as Classics 255). An introduction to Greek and Roman history, taught as part of the classics semester abroad program.

112 THE MEDIEVAL MILLENNIUM: EUROPE, C. 500–1500 Barnes
Medieval Europe from the late Roman era to the 15th century, with emphasis on the importance of the medieval period in the shaping of Western civilization. (Fall)

119 ENGLAND TO 1688 Dietz
Political, constitutional, religious, and social history of England from Roman times through the medieval and early modern periods.

120 BRITAIN SINCE 1688 Dietz
The rise of the first urban industrial society, its period of world dominance, and the effects of its subsequent loss of status as a world power. Special emphasis on the political and social development of Britain since the Revolution of 1688. (Fall)

121 EARLY MODERN EUROPE

Barnes

Significant political, socio-economic, and intellectual currents in European history from the Renaissance through the era of the French Revolution.

122 EUROPE SINCE 1815

Edmondson, Tilburg

Significant political, socio-economic, and intellectual currents in European history since 1815. (Fall)

141 THE UNITED STATES TO 1877

Guasco, McMillen

American history from the first English settlements through the Civil War and Reconstruction Era.

142 THE UNITED STATES SINCE 1877

Aldridge, McMillen, Wertheimer

American history since the end of Reconstruction. Topics include the Industrial Revolution, Populism, Progressivism, Spanish-American War, First and Second World Wars, the Great Depression and New Deal, Cold War, Vietnam, and rise of the welfare state. (Fall or Spring)

162 LATIN AMERICA TO 1825

Mangan

A survey of Latin American history from the eve of Spain's conquest of the Americas to the era of Latin American independence from Spain. An in-depth introduction to the societies of the Americas and the major social, political, and economic themes following the arrival of Europeans to the Americas. (Fall)

163 LATIN AMERICA, 1825 TO PRESENT

Mangan

Introduction to the history of modern Latin America, emphasizing major political events, economic trends, and important changes in Latin American society, with particular attention to ethnicity, class, and gender. (Spring)

171 INDIA

Thomas

Indian sub-continent from pre-historic times to the present. Focuses on contributions of Hindu, Buddhist, Jain, and Islamic traditions; history of British rule; origins of Indian nationalism; rise of independent India, Pakistan, and Bangladesh. Open to seniors. (Fall)

175 ISLAMIC CIVILIZATION AND THE MIDDLE EAST, 600-1500

Berkey

Political, social, cultural and religious history of the Middle East from late antiquity to the end of the Middle Ages. Cultural identity and political legitimacy within Classical and medieval Islamic civilization.

176 ISLAMIC CIVILIZATION AND THE MIDDLE EAST SINCE 1500

Berkey

History of the Middle East from the end of the Middle Ages to the present day. Cultural aspects of contact and conflict between the Middle East and the West and of Islam's response to the challenge of modernity.

183 EAST ASIAN HISTORY UNTIL 1600

Dennis

China and Japan from pre-historical origins until 1600. Includes an introduction to Chinese philosophical traditions, culture, and politics; examines the Qin, Sui, Tang, Song, and Ming dynasties; and considers their influences on Asia. The Japanese section covers growth from the Chinese tradition to the establishment of empire including the creation of a samurai culture. (Fall)

184 EAST ASIAN HISTORY, 1600 TO THE PRESENT

Dennis

This course provides a basic overview of the last four centuries of Chinese and Japanese history, covering political, economic, social, and military developments. (Spring)

200-Level Courses

*Courses at the 200 level emphasize research methods, interpretive approaches, and writing.
Only one course at this level may count toward completion of the major.*

215 MAGIC AND WITCHCRAFT IN PRE-MODERN EUROPE

Barnes

An introduction to medieval and early modern beliefs and practices that were emphatically rejected by the modern scientific outlook, but continue to pose major challenges for historians of Western thought and culture. (Fall)

218 JIHAD AND CRUSADE

Berkey

A study of the history of religious violence. Topics will include the relationship between religion and violence in a number of different traditions, with a special focus on the history of violent conflict between the Islamic world and the West. (Not offered 2006-07)

225 WOMEN AND WORK: GENDER AND SOCIETY IN BRITAIN, 1700-1918

Dietz

An examination of British women's lives and social relations with regard to production—artistic, domestic, industrial, intellectual, etc.—in the 18th, 19th, and early 20th centuries. (Fall)

228 THE MODERN BODY: GENDER, SEX, AND POLITICS IN FRANCE

Tilburg

One of the greatest "discoveries" of modern historical thought has been that even the human body has aspects that are historically contingent. This course examines the way historians of modern France tackled the history of the body. (Spring)

232 ORIGINS OF WORLD WAR I

Edmondson

An examination of conditions and developments that led to the outbreak of war in 1914 and of differing interpretations of the causes of the Great War.

244 SETTLEMENT OF THE AMERICAN WEST, 1800-1900

McMillen

An examination of three controversial issues connected with the settlement of the American West—gender, race, and environment. (Not offered 2006-07)

252 THE UNITED STATES FROM 1900 TO 1945

Wertheimer

An examination of United States history and controversies about it during the first half of the 20th century, with emphasis on individual projects. Topics include the Progressive Era, the "Roaring Twenties," the Great Depression, and the two world wars. (Fall)

253 THE UNITED STATES SINCE 1945

Wertheimer

An examination of United States history and controversies about it from World War II to the present, with emphasis on individual projects. Topics include the Cold War, the upheavals of the 1960s, and the "New Right."

255 AMERICAN POPULAR CULTURE

Aldridge

American popular culture in the 19th and 20th centuries. Topics include sports, popular music, theatre, motion pictures and television. The course also will introduce students to the historian's craft and improve students' research and writing skills.

256 THE 1960S: AN EXPLOSIVE DECADE

Levering

An examination of America's political, social, and cultural history of the 1960s, addressing such topics as popular politics, the Great Society programs, the Vietnam War, the civil rights movement and race relations, the student revolt and the counter-culture, the women's and environmental movements, and the decade's legacies. (Fall)

257 AFRICAN AMERICANS AND US FOREIGN POLICY

Aldridge

An examination of African American engagement with U.S. foreign relations in the 20th century that will introduce students to the methods and skills of the historian's craft. (Spring)

262 PIRACY IN THE AMERICAS

Guasco

An examination of the history of piracy in the Atlantic world, primarily in the 17th and 18th centuries. Special consideration given to the emergence of the sea rovers, the social composition of pirate communities, and the ongoing fascination with swashbucklers and peg-legged captains. (Not offered 2005-06)

264 REBELLION AND REVOLUTION IN LATIN AMERICA

Mangan

Case studies of revolution and rebellion in Latin America as the window to introduce students to the methods and skills of the historian's craft. (Spring)

300-Level Courses

302 AFRICAN AMERICAN HISTORY TO 1877

Aldridge

African American experience from the colonial period through the Reconstruction era. Topics include the slave trade, the institution of slavery, free blacks, slave revolts, the Civil War and Reconstruction, and African American culture. (Fall)

303 AFRICAN AMERICAN HISTORY SINCE 1877

Aldridge

African American experience since the end of Reconstruction. Topics include the origins of the Jim Crow system, the Harlem Renaissance, black participation in the military, and the civil rights movement. (Spring)

306 AMERICAN WOMEN TO 1870

McMillen

Women in the American colonies and the United States to 1870, with emphasis on the changing nature of work, the cult of domesticity, early feminism, reform efforts, and women's equality. (Not offered 2006-07)

307 AMERICAN WOMEN, 1870 TO THE PRESENT

McMillen

Women in the United States from 1870 to the present, with emphasis on the suffrage movement, women's roles in two World Wars, the struggle for women's rights, changing work roles, and equality for women. (Not offered 2006-07)

314 ATHENIAN LAW

Krentz

(Cross-listed as Classics 334). Analysis of the Athenian legal process in a discussion-intensive approach using surviving Athenian speeches as case studies. (Fall)

317 The European Renaissance

Barnes

An examination of social and cultural shifts from the 14th century to the 16th century, with close attention to the varieties and implications of humanism.

321 THE EXPLOSION OF CHRISTENDOM: EUROPE IN THE 16TH CENTURY

Barnes

An examination of upheavals in the Reformation era, with special attention to Protestant, Catholic, and radical religious movements and their consequences for Western society. (Spring)

322 THE AGE OF DISCOVERY, 1492-1700

Guasco, Mangan

Exploration of the European voyages of discovery, cross-cultural encounters, and the conquest of the Americas in the early modern period. Special consideration given to issues of race and ethnicity and the roles of religion, disease, technology, and the circulation of ideas throughout the Atlantic world. (Spring)

325 BRITAIN FROM 1688 TO 1832

Dietz

The evolution of British society and culture during the "Long Eighteenth Century," with emphasis on the reaction to an age of revolution—the Glorious Revolution, Industrial Revolution, American Revolution and French Revolution.

328 BOHEMIAN FRANCE; ART, CULTURE, AND SOCIETY, 1789-1945

Tilburg

The course explores the development of modern art and culture in France, as it relates to the cataclysmic changes of the 18th and 19th centuries, and traces the way that Enlightenment thought threaded and structured artistic and literary movements in the "long nineteenth century" from the French Revolution to World War I.

332 EUROPEAN METROPOLIS, 1870–1914

Tilburg

This course explores the political, cultural, and intellectual history of the turn of the century through the prism of some of Europe's most sparkling cities, Berlin, Barcelona, Paris, London, and Vienna. (Fall)

333 THE ERA OF THE WORLD WARS

Edmondson

Europe and Asia between 1914 and 1945, emphasizing the nature and impact of World War I; emergence of totalitarian ideologies and regimes; revolutionary currents in Asian societies; and World War II. (Fall)

334 THE CONTEMPORARY WORLD, 1945–1995

Edmondson

Aftermath of World War II, especially in Europe and Asia, emphasizing Cold War rivalries and confrontations; stabilization in the West and steps toward European integration; rise and fall of the Soviet empire and the transformation of Russia; remaking of Japan; Chinese Revolution and Sino-Soviet split; and Arab-Israeli conflict. (Spring)

336 EUROPEAN WOMEN AND GENDER, 1650–PRESENT

Tilburg

The contributions of women in the history of modern Europe, as well as the ways that gender difference was employed in the construction of political and social relations. Topics include: scientific debates and women, the birth of feminism, women and the Industrial Revolution, prostitution, women and fascism, and changing concepts of masculinity.

339 TWENTIETH-CENTURY RUSSIA

Edmondson

Major social, economic, ideological, and political developments, emphasizing the drive to modernize; World War I and the revolutions of 1917; the civil war; debates of the 1920s; imposition of Stalinist totalitarianism; World War II; the Soviet Union under Stalin's successors; the collapse of the U.S.S.R.; and developments since 1991. (Fall)

340 COLONIAL AMERICA

Guasco

Foundation and development of the British North American colonies to 1763. Examines colonial America as the product of Old World elements in a unique New World environment. (Fall)

341 THE ERA OF THE AMERICAN REVOLUTION

Guasco

The colonial movement from resistance to revolution; early republican thought and the adoption of state constitutions; the War for Independence; political and socio-economic struggles of the Confederation period; the origins of the federal Constitution; and the Revolution's social impact. (Not offered 2005–06)

343 THE OLD SOUTH

McMillen

American South from colonial origins to secession, including, as major topics, structure of society, the economy, slavery, growth of Southern sectionalism, the role of women, and intellectual and cultural developments. (Not offered 2006–07)

344 THE SOUTH SINCE 1865

McMillen

Political, economic, and social developments in the South since the Civil War. Focus on Reconstruction, Populism, racism, the Depression, and flourishing of the "Sun Belt" after 1945. (Not offered 2006–07)

346 THE CIVIL WAR AND RECONSTRUCTION

McMillen

Origins of sectional conflict; military, political, and social transformations of the war years; the upheavals of the Reconstruction era; and the legacies of the era for modern America. (Not offered 2006–07)

- 349 THE VIETNAM EXPERIENCE Levering
America's involvement in Vietnam from 1945 to 1975. Examines diplomatic, military, political, social, and domestic aspects of American intervention. (Spring)
- 350 AFRICAN AMERICAN INTELLECTUAL HISTORY Aldridge
Key African American thinkers and intellectual movements from the mid-19th century to the present. Persons and subjects examined include W.E.B. Du Bois, Booker T. Washington, black nationalism, assimilationism, the Harlem Renaissance, black feminism, liberalism, and conservatism.
- 354 UNITED STATES FOREIGN POLICY SINCE 1939 Levering
American foreign relations during a period of global political, economic, and military leadership. Topics include World War II, Cold War and detente, Vietnam War, and relations with the Third World. (Fall)
- 355 AMERICAN LEGAL HISTORY Wertheimer
Law in American history from English settlement to the present. Topics include the origins and evolution of the United States legal system; law and economic development; race, sex, and the law; the legal profession; industrialization and the regulatory state; and individual liberties and civil rights. (Spring)
- 357 THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES Aldridge
An examination of the American civil rights movement's origins; its diverse strains of thought; its legal issues, strategies, and grassroots efforts; and its legacies. (Spring)
- 364 GENDER AND HISTORY IN LATIN AMERICA Mangan
Compares women's and men's experiences to determine how gender roles have shaped the social and political history of Latin America. Themes include conquest encounters, elite and religious notions of gender propriety, labor roles, and political activism. (Fall)
- 375 NATIONALISM AND COLONIALISM IN THE MODERN ARAB WORLD Berkey
European colonialism and American involvement in the Middle East and the Arab response. Great Power politics, nationalist ideology, and cultural identity in the Arab world.
- 381 ASIA AND WESTERN DOMINANCE Thomas
British, French, Portuguese, and Spanish colonialism in Asia. History of colonial rule and Asian reactions; emergence of nationalism; birth of independent nations; and post-colonial relations among nations. (Spring)
- 385 HISTORY OF IMPERIAL CHINA, 900-1800 Dennis
Survey of late imperial Chinese history with topics covering the environment, daily life, family, kinship, sex, government, law, military, economy, science, medicine, print culture, and travel.
- 390 DAVIDSON SUMMER PROGRAM AT CAMBRIDGE UNIVERSITY
Limited to thirty students, the Davidson Summer Program at Cambridge focuses on the history and literature of late 18th- and 19th-century Britain. Students may receive credit for either English or History.
- 395, 396 INDEPENDENT STUDY Staff
Reading and research on a special subject and writing of a substantial paper. Under the direction and supervision of a faculty member who reviews and approves the topic of the independent study. Admission with permission of the professor, who will also evaluate the student's work. Does not satisfy core requirement.

400-Level Courses

History 480 and 488/489 are offered every year. Topical seminars are offered on a rotating basis.

- 417 ROMAN IMPERIALISM Krentz
(Cross-listed as Classics 437) Roman overseas conquests and their results, from the wars with Carthage to the annexation of Dacia. *Prerequisite: Permission of the instructor.* (Spring)

- 420 THE ENGLISH CIVIL WAR** Dietz
An examination of how 17th-century English men and women turned their world “upside down.” Emphasis on the political, social, and religious causes and consequences of the Great Rebellion of 1640–1660.
- 421 EVERYDAY LIFE IN REFORMATION EUROPE** Barnes
Material circumstances, customs, and assumptions of daily living in the 16th and 17th centuries, especially among common folk. Possible topics include: family life, sexual mores, popular entertainment, magic, witchcraft, crime and punishment. (Fall)
- 422 GENDER IN EARLY MODERN EUROPE (C. 15Th – 18Th Centuries)** Dietz
From Christine de Pisan to Mary Wollstonecraft. An examination of changing roles, expectations, and desires of men and women, with particular emphasis on their interaction.
- 424 THE FRENCH REVOLUTION** Tilburg
This seminar will explore the history and historiography of the French Revolution through books, paintings, music, and film. (Spring)
- 426 VICTORIAN PEOPLE** Dietz
Society and culture of Victorian Britain through the lens of some of its more captivating personalities and their writings. Possible figures include: Charles Darwin, George Eliot, William Gladstone, William Morris, and Sidney and Beatrice Webb.
- 433 TWENTIETH-CENTURY GERMANY** Edmondson
Selected topics.
- 435 THE RUSSIAN REVOLUTION** Edmondson
Intensive study of key personalities, ideas, and events. (Spring)
- 440 SLAVERY IN THE AMERICAS** Guasco
Comparative exploration of the foundation and development of slavery in the western hemisphere since 1492. Topics include the transatlantic slave trade, work and labor, resistance and rebellion, and the articulation of African culture throughout the Americas.
- 441 NATIVES AND NEWCOMERS IN EARLY AMERICA** Guasco
Examination of the encounter between indigenous peoples and English, French, and Spanish newcomers in North America. Special emphasis is on the clash of cultures in spiritual, material, and physical realms and how Europeans and Indians contributed to the creation of a distinctive American landscape by the end of the eighteenth century.
- 445 AMERICA IN THE 1940s** Levering
Study of America’s involvement in World War II and its leadership during the early years of the Cold War. Although readings emphasize U.S. foreign policy and attitudes toward other nations, students may write research papers on topics in either domestic affairs or foreign relations. (Spring)
- 448 THE 1950S: A CRITICAL DECADE** McMillen
From Korea to Montgomery, McCarthy to Elvis: an exploration of the events, personalities, and culture of the 1950s in United States history. (Not offered 2006-07)
- 451 AFRICAN AMERICAN CULTURAL HISTORY** Aldridge
A study of African American cultural history with particular focus on the 20th century. Specific artistic and cultural forms studied may include the visual arts, music, dance, film, and television in their historical context. (Spring)
- 455 LAW AND SOCIETY IN AMERICAN HISTORY** Wertheimer
Selected topics in U.S. legal history. Seminar members will work collaboratively on a large-scale research project. (Not offered 2005-06)

464 RELIGION AND SOCIAL CHANGE IN LATIN AMERICA Mangan
Exploration of the nexus between religion and social upheaval through topics including conquest, rebellion, liberation theology, and religious tradition new to the region, such as Evangelicalism. (Fall)

471 GANDHI Thomas
Mohandas Gandhi's life, philosophy of non-violence, approaches to conflict resolution, and views on economic and social change. (Fall)

472 LAW, JUSTICE, AND HUMAN RIGHTS IN CHINA Dennis
This course will examine the historical development of government, law, notions of justice and human rights in China, from ancient to modern times.

475 History of the Book Dennis
This course will examine the historical development of books from ancient times to modern, focusing on China, but including other areas of the world for comparative perspective.

480 SENIOR RESEARCH SEMINAR Barnes, Mangan, Tilburg, Wertheimer
Capstone course for history majors. After discussion of the nature of primary sources and of different historiographic approaches, students define, research, and write a major research paper. Required of senior majors not enrolled in History 488/489. (Fall)

488, 489 KELLEY HONORS SEMINAR: RESEARCH AND THESIS Edmondson and Staff
wo-semester research seminar for senior history majors who qualify for honors work and who are selected as Kelley Scholars. Group meetings and individual tutorials, readings in historiography, discussions of current research in the field, and lectures by various members of the department as well as visiting historians. Culminates in the writing of a thesis. Admission by invitation of the history department. (Fall and Spring)



HUMANTIES

Program Director: Associate Professor Dietz (History)

The Western Tradition: First Year

Directors: Associate Professors Snyder (Religion) and Dietz (History)

The Western Tradition: Second Year

Directors: Associate Professor Robb (Philosophy) and Professor Edmondson (History)

Cultures & Civilizations: One-year Sequence

Director: Associate Professor Churchill (English)

Faculty Affiliated with the Humanities Program

Professors: Barnes (History), Berkey (History), Denham (German), Edmondson (History), Epes (German), Gibson (English), Goldstein (Philosophy), Ligo (Art), Mahony (Religion), Rigger (Political Science), Sabaratnam (Sociology), S. Smith (Art)

Associate Professors: Churchill (English), Dietz (History), Gay (Education), R. Ingram (English), Lerner (Music), Munger (Psychology), Parker (English), Robb (Philosophy), Snyder (Religion), Swallow (Mathematics)

Assistant Professors: Cheshire (Classics), Sachs (French), Wills (Religion)

Adjunct Assistant Professor: Higham (History)

Assistant Professors: Cheshire (Classics), Guasco (History), Studtmann (Philosophy), Wills (Religion)

Adjunct Assistant Professor: Higham (Humanities)

The Humanities program offers two separate course sequences, The Western Tradition and Cultures & Civilizations. The Western Tradition, a two-year, four-course sequence, is an interdisciplinary study of texts and contexts of the West, from the ancient world to the present. Cultures & Civilizations, a one-year, two-course sequence, is a comparative, interdisciplinary study of western and non-western texts.

Satisfactory completion of the four-course Western Tradition sequence enables a student to satisfy the composition (W-course) requirement and receive credit for four courses in the core as follows: literature (one course), history (one course), philosophy and religion (two courses). Enrollment is limited to 80 students, chosen at random from those entering students who list Humanities 150 as their first preference in registration.

Satisfactory completion of the two-course Cultures & Civilizations sequence enables a student to satisfy the composition (W-course) requirement, the cultural diversity requirement, and to receive credit for the core requirement in literature. Enrollment is limited to 32 students, chosen at random from those entering students who list Humanities 160 as their first preference in registration.

To receive core credit for either Humanities sequence, a student must pass all courses in that sequence. Students may not change sequences.

In the Western Tradition sequence, classes meet together for lectures and in groups of 16 students for discussions led by individual instructors. In the Cultures & Civilizations sequence, two discussion groups (of 16 students) usually meet jointly with both instructors. Humanities courses encourage and reward clear thinking, speaking, and writing.

THE WESTERN TRADITION

150 THE WESTERN TRADITION:: THE ANCIENT WORLD

Dietz, Epes, Snyder,
Studtmann, Wills

Interdisciplinary study of texts and contexts of the Hebrew Old Testament and the ancient and classical world.

151W (Comp)THE WESTERN TRADITION: LATE ANTIQUITY AND THE MEDIEVAL WORLD

Dietz, Epes, Gay, Higham, Swallow

Interdisciplinary study of texts and contexts of the Roman Empire, the Christian New Testament, and medieval Europe. *Prerequisite: Humanities 150.*

250 THE WESTERN TRADITION:: THE RENAISSANCE TO THE EIGHTEENTH CENTURY

Barnes, R. Ingram, Ligo, Munger, Robb

Interdisciplinary study of texts and contexts of western culture from the Renaissance to the late 18th century. *Prerequisites: Humanities 150 and 151W.*

251 THE WESTERN TRADITION:: THE MODERN WORLD

Edmondson, Goldstein, Higham,
Lerner, Smith

Interdisciplinary study of texts and contexts of western culture in the 19th and 20th centuries. *Prerequisite: Humanities 150, 151W, and 250.*

CULTURES & CIVILIZATIONS

160 CULTURES & CIVILIZATIONS I

Churchill, Rigger

Comparative, interdisciplinary study of texts from western and non-western cultures. Creative and critical thinking about what constitutes a civilization, how a cultural tradition defines itself and how it relates to those identified as different.

161W (Comp) CULTURES & CIVILIZATIONS II

Guasco, Parker

Comparative, interdisciplinary study of texts from western and non-western cultures. Creative and critical thinking about what constitutes a civilization, how a cultural tradition defines itself and how it relates to those identified as different. *Prerequisite: Humanities 160.*

MATHEMATICS

Professor Emeritus: King

Professors: Bivens, Davis, Klein, Neidinger (Chair)

Associate Professors: Molinek (On Leave), Swallow

Visiting Associate Professor: Whitton

Assistant Professors: Chartier, Heyer (On Leave), Mossinghoff

Core Requirements: Mathematics 110, 118, 130, 135, 150, and Computer Science 121 count towards the fulfillment of the core requirements in natural science and mathematics; specifically, each fulfills the requirement of one course in mathematics. Credit for Mathematics 130 can be obtained by departmental approval of a student's performance on one of the Advanced Placement Examinations in Mathematics. Credit for Computer Science 121 can be obtained by departmental approval of a student's performance on one of the Advanced Placement Examinations in Computer Science.

Information for Prospective Mathematics Majors: Prospective mathematics majors should complete the following five mathematics courses (or their high school equivalents) by the end of the sophomore year: Mathematics 130, 135, 150, 235 and 300. Note that Mathematics 130, 135, 150, and 235 are sequenced,

although the last two may be taken together. These courses, along with Mathematics 300, are prerequisites for many electives in mathematics, a number of which are offered only in alternate years. Students who are interested in computer science electives should complete Computer Science 231 by the end of the sophomore year.

Major Requirements: The major in mathematics consists of eleven mathematics or computer science courses: Mathematics 135, 150, 235, 300, 355, one course from each of Group A, B, and C listed below, and three additional mathematics or computer science courses numbered above 200.

Group A: Computer Science 231 (Data Structures) and 325 (Numerical Analysis); Mathematics 210 (Mathematical Modeling) and 341 (Mathematical Statistics)

Group B: Mathematics 221 (Discrete Methods), 255 (Elementary Number Theory), and 365 (Geometry)

Group C: Mathematics 335 (Vector Calculus and Partial Differential Equations), 340 (Probability), and 435 (Complex Analysis)

At least five courses in the major must be at the 300- or 400-level. At most three computer science courses may be included in the major. Computer science independent studies may not be included unless the specific instance is approved by the department. Groups A, B, and C establish breadth in three areas of mathematics, and students are encouraged, therefore, to consider courses outside these groups as potential electives for inclusion in their majors.

Minor Requirements: A minor in mathematics consists of six mathematics courses: Mathematics 135, 150, 235, 300, and two additional mathematics courses numbered above 200, one of which must have Mathematics 300 as a prerequisite. Unless a specific exception is approved by the department, the five courses numbered above 135 must be taken at Davidson and may not include independent studies or computer science courses other than Computer Science 325.

No pass-fail course may be applied toward the minor. College requirements specify a grade point average of 2.0 for those courses which constitute a student's minor and an overall grade point average of 2.0 for all courses.

Honors Requirements: Candidates for honors in mathematics may emphasize either pure or applied mathematics. In meeting the major requirements stated above, honors candidates emphasizing pure mathematics must include Mathematics 221, 335, 340, 360, 430, 435 and either 450 or 455 in their programs. Course work for those emphasizing applied mathematics must include Mathematics 210, 221, 335, Computer Science 325, a two-course sequence consisting of Mathematics 340 and 341 or of Mathematics 430 and 435, and one additional course chosen from Mathematics 340, 430, 435, 437, or an approved seminar. All honors candidates must participate in an independent study course in which they prepare an honors thesis that is defended orally before the mathematics faculty. College requirements for honors specify minimum grade point averages of 3.2 overall and 3.5 in the major. The major average is computed on all Mathematics and Computer Science courses numbered above 130. The final recommendation of the department for graduation with honors is determined by the quality of the honors thesis, the oral defense and the complete overall academic record of the candidate. At the department's discretion, high honors may be awarded when the candidate's academic record is truly exceptional and his or her thesis is of the highest quality and includes original mathematical concepts or results.

Any student considering an honors program should notify his or her academic advisor and the chair of the department during the spring semester of the sophomore year or as soon as possible thereafter. During the junior year, the student should identify an area of mathematics he or she would like to explore and should seek out a member of the department to serve as the potential honors supervisor. Formal application for honors should be made in writing to the chair of the department no later than April 30 of the junior year. Early application is encouraged. Applications must include the name of the honors supervisor, the general area of investigation, and a semester by semester schedule for the required course work and independent study.

Graduate School: A student who intends to go to graduate school in mathematics should: (1) take the course work portion of the honors requirements in either pure mathematics or applied mathematics, (2) take the Graduate Record Examination, including the Advanced Test in Mathematics, during the fall semester of the senior year, and (3) acquire a reading proficiency in French, German or Russian.

Certificate for Secondary School Teaching: Mathematics 340 and 365 are required for students who intend to seek North Carolina certification in the teaching of secondary school mathematics. Mathematics 210 and 481 are also recommended for such students.

Applied Mathematics Concentration: This concentration offers a track for students interested primarily in the natural sciences and another track for students interested primarily in the social sciences. The concentration is described in detail in a separate section of this catalog.

Computer Science: Students who are interested in computer science are encouraged to consider the Computer Science Concentration.² The concentration is described in detail in a separate section of this catalog. In addition, valuable experience can be gained by serving as a student assistant for Information Technology Services. Inquiries concerning these opportunities should be made at the User Services Building.

The student who intends to pursue graduate study in computer science should augment the Computer Science Concentration with Mathematics 150, 235, 300, 340, and 355. The Graduate Record Examination should be taken during the fall semester of the senior year.

COMPUTER SCIENCE (CSC)

121 PROGRAMMING AND PROBLEM SOLVING

Staff

An introduction to computer science and structured programming using the Java programming language. (Fall)

200 COMPUTATIONAL PHYSICS (=PHY 200)

Boye, Christian

(Cross-listed as Physics 200). Introduction to computer programming using an object oriented programming language such as Java. Assignments will be based on simulations emphasizing problem solving in science, program writing, and numerical methods in science. A final project of the student's choice is presented in an end-of-term poster session. *Prerequisite:* Physics 120 or 130 at Davidson or permission of the Instructor. (Spring)

231 DATA STRUCTURES

Staff

A study of abstract data types, including lists, stacks, queues, and search tables, and their supporting data structures, including arrays, linked lists, binary search trees, and hash tables. Implications of the choice of data structure on the efficiency of the implementation of an algorithm. Efficient methods of sorting and searching. Programs are written in Java or in C++. *Prerequisite:* Computer Science 121 or 200 or permission of instructor. (Spring)

310 BIOINFORMATICS (=BIO 310)

Staff

(Cross-listed as Biology 310.) A survey of computational techniques used to extract meaning from biological data. Algorithms and statistical procedures for analyzing genomic and proteomic data will be discussed in class and applied in the computer lab using Perl. Interdisciplinary teams will explore a particular topic in depth. *Prerequisite:* One of the following: Mathematics 210, Computer Science 121, Physics 200, Biology 309, or permission of the instructor. (Offered Spring of even numbered years.)

323 OBJECT-ORIENTED PROGRAMMING

Staff

Techniques of object-oriented programming, including abstraction, information hiding, encapsulation, composition, aggregation, inheritance, polymorphism, and design patterns. *Prerequisite:* Computer Science 231 or permission of instructor. (Offered Fall of odd numbered years.)

325 NUMERICAL ANALYSIS

Staff

Survey of methods to approximate numerical solutions of problems in root-finding, differentiation, integration, curve-fitting, differential equations, and systems of equations. Derivations, limitations, and efficiency of different algorithms are considered. *Prerequisites:* Mathematics 150 and 235. (Offered Spring of even numbered years.)

331 DESIGN AND ANALYSIS OF ALGORITHMS

Staff

Algorithm design strategies, including greedy, divide-and-conquer, and dynamic programming methods. Advanced data structures, including balanced search trees, graphs, heaps, and priority queues. Advanced methods of searching and sorting. Computational complexity and analysis of algorithms. NP-complete problems. *Prerequisite:* Computer Science 231. *Prerequisite or corequisite:* Mathematics 221 or permission of instructor. (Offered Fall of even numbered years.)

395,396 INDEPENDENT STUDY

Staff

Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with the permission of the department chair. Eligible for major credit by departmental approval.

397 INDEPENDENT STUDY IN ADVANCED SOFTWARE DEVELOPMENT IN SCIENCE (=PHY 397)

Staff

(Cross-listed as Physics 397). Independent study using computers to model dynamical systems in the natural sciences under the direction and supervision of the instructor who approves the specific topic of study. Emphasis is on the use of object-oriented programming and web-based protocols to investigate both dynamical systems and the representation of those systems as data structures and algorithms.

482 COMPUTER SCIENCES SEMINAR

Staff

Prerequisite: Permission of instructor. (Ordinarily offered in Spring of odd numbered years.)

MATHEMATICS**110 APPLICATIONS OF FINITE MATHEMATICS WITH COMPUTING**

Staff

Mathematical techniques which have been used, productively and extensively, during the last thirty years and which do not involve the use of calculus. Probability, linear programming, matrix algebra, Markov chains, game theory, and graph theory are representative topics. In the computer laboratory students learn to use computer software, including a spreadsheet, to solve problems. One 75-minute computer laboratory meeting per week. Not open to students with credit for Mathematics 150, 221, or 340.

118 EXPLORING MATHEMATICAL IDEAS

Staff

Survey of intriguing mathematical concepts normally in more advanced courses, considered from an elementary viewpoint. Topics may include the nature of number, infinity, dimension, spatial shapes, chaos, fractals, probability, networks, and game theory. Course emphasizes clarity of reasoning and expression based on mathematical principles. Little background is assumed. This course is not a practical preparation for later courses in mathematics. Not open to students with credit for, or enrolled in, Mathematics 300.

135 CALCULUS II: MULTIVARIABLE CALCULUS

Staff

An introduction to techniques and applications of single-variable integration followed by the calculus of functions of several variables, including partial derivatives and multiple integrals. Tools of analysis include polar, cylindrical, and spherical coordinates; parametric equations; and vectors, lines, and planes in space. *Prerequisite: Mathematics 130 or one year of high school calculus.*

139 ADVANCED PLACEMENT/TRANSFER CREDIT: CALCULUS II

A second course in calculus awarded for qualifying scores on the Advanced Placement Calculus BC examination, or for eligible transfer courses. Credit for Mathematics 139 is forfeited by a student who enrolls in Mathematics 235.

150 LINEAR ALGEBRA AND MATHEMATICA WITH APPLICATIONS

Staff

An introduction to systems of linear equations, matrices, determinants, vector spaces, and eigenvectors in an interactive learning environment provided by the computer algebra system Mathematica. Applications are chosen from linear programming, least squares approximation, graph theory, cryptography, tomography, fractals, and other topics. *Prerequisites: Mathematics 135 or Mathematics 130 and prior experience with vectors.*

191 INDEPENDENT STUDY

Staff

Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with permission of the department chair. Does not count towards a mathematics major.

MAT 210 MATHEMATICAL MODELING

Staff

A survey of discrete mathematical modeling techniques and their application to the natural and social sciences. Mathematical tools are selected from Monte Carlo simulation, queuing theory, Markov Chains, optimization, discrete dynamical systems, artificial intelligence, and game theory. Emphasis is on formulating models, investigating them analytically and computationally, and communicating the results. *Prerequisite: Mathematics 150 or permission of the instructor.* (Spring)

221 DISCRETE METHODS

Staff

An introduction to the basic techniques of problem solving in discrete mathematics. Topics include counting methods for arrangements and selections, generating functions, recurrence relations and inclusion-exclusion, covering circuits, graph coloring, trees and searching, and network algorithms. *Prerequisite: Mathematics 135 or 150 or permission of the instructor.*

235 DIFFERENTIAL EQUATIONS AND INFINITE SERIES

Staff

A study of solution techniques and applications for ordinary differential equations including first order equations, linear differential equations, series solutions, and basic concepts of numerical and graphical techniques applied to equations and systems. An introduction to infinite series and power series is included. Optional topics include Laplace transforms and Bessel functions. *Prerequisite: Mathematics 135. Prerequisite or corequisite: Mathematics 150.*

255 ELEMENTARY NUMBER THEORY

Staff

Introduction to elementary additive and multiplicative number theory, including divisibility properties of integers, congruence modulo n , linear and quadratic congruences, some Diophantine equations, distribution of primes, and additive arithmetic problems. *Prerequisite: Mathematics 150 or permission of the instructor.* (Offered Spring of odd numbered years.)

291 INDEPENDENT STUDY

Staff

Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with permission of the department chair. Major credit is awarded for this course.

300 INTRODUCTION TO PROOF, ANALYSIS AND TOPOLOGY

Staff

An introduction to proof techniques (including quantifiers and induction), elementary set theory, equivalence relations, and cardinality; followed by an introduction to the topology of the real numbers and elementary real analysis, including rigorous topological and analytic treatments of convergence of sequences and continuity of functions. *Prerequisite: One of Mathematics 150, 221, and 235 or permission of the instructor.*

335 VECTOR CALCULUS AND PARTIAL DIFFERENTIAL EQUATIONS

Staff

A study of the calculus of vector-valued functions and vector fields and an introduction to partial differential equations. Topics include curves in space, Lagrange multipliers, Green's theorem, divergence theorem, Stokes' theorem, Fourier series, separation of variables, boundary value problems, and applications to physics. *Prerequisite: Mathematics 235.* (Spring)

340 PROBABILITY

Staff

A study of probability theory relative to both discrete and continuous probability laws. Topics include independence and dependence, mean, variance and expectation, random variables, jointly distributed probability laws, Chebyshev's Inequality and a version of the Central Limit Theorem. Applications of probability theory are approached through a variety of idealized problems. *Prerequisite: Mathematics 135.* (Fall)

341 MATHEMATICAL STATISTICS

Staff

A mathematical approach to statistical theory. Includes a study of distribution theory, important properties of estimators, interval estimation and hypothesis testing, regression and correlation, and selected topics from non-parametric statistics. *Prerequisite: Mathematics 340.* (Offered Spring of odd numbered years.)

355 ABSTRACT ALGEBRA

Staff

An introduction to the theory of groups, rings and fields. Topics include normal subgroups, quotient groups, homomorphisms, Cayley's theorem, permutation groups, ideals, the field of quotients of an integral domain, and polynomial rings. *Prerequisites: Mathematics 150 and 300.* (Fall)

MAT 360 INTRODUCTION TO TOPOLOGY

Staff

An introduction to metric and topological spaces. Topics include concepts of completeness, compactness, connectedness and fixed point theorems. *Prerequisite: Mathematics 300 or permission of the instructor.* (Offered Spring of even numbered years.)

365 GEOMETRY

Staff

A rigorous treatment of Euclidean geometry and an introduction to hyperbolic geometry. Neutral geometry is developed synthetically via a modified version of Hilbert's axioms. The Poincare and Beltrami-Klein models are used to establish the relative consistency of hyperbolic geometry. *Prerequisite: Mathematics 300.* (Fall)

391, 392 INDEPENDENT STUDY

Staff

Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with permission of the department chair. Major credit is awarded for both of these courses.

430 REAL ANALYSIS STAFF

A rigorous treatment of one-variable calculus including: metric spaces, sequences and series, continuity, differentiation, the Riemann integral, sequences and series of functions. *Prerequisites: Mathematics 235 and 300.* (Fall)

435 COMPLEX ANALYSIS

Staff

The algebra and geometry of complex numbers, sequences and series of complex numbers, derivatives and integrals of functions of a complex variable. The Cauchy-Goursat Theorem, the Cauchy Integral Formula and its consequences, Taylor series, classification of singularities, the Residue Theorem, Laurent series, harmonic functions, conformal mappings, and, if time permits, miscellaneous applications. *Prerequisites: Mathematics 235 and 300.* (Spring)

437 DYNAMICAL SYSTEMS

Staff

A study of the iteration of systems, typically arising from physical or biological models, and the resulting long term behavior. Periodic and chaotic dynamics as well as fractal graphics will be investigated. *Prerequisites: Mathematics 235 and 300 or permission of the instructor.* (Offered Spring of odd numbered years, see department chair for 2007.)

450 ADVANCED LINEAR ALGEBRA

Staff

A further study of vector spaces, dual spaces, inner product spaces, modules, linear transformations, characteristic roots, matrices, canonical forms, trace, transpose, determinants, normal transformations and quadratic forms. *Prerequisite: Mathematics 355 or permission of the instructor.* (Offered Spring of odd numbered years.)

455 ABSTRACT ALGEBRA II

Staff

A continuation of Mathematics 355 including additional topics in group theory and ring theory, extension fields, straight-edge and compass constructions, Galois Theory and solvability by radicals. *Prerequisite: Mathematics 355.* (Offered Spring of even numbered years.)

Seminars

Mathematics 481 is offered each year, typically in the fall. Other seminars are offered as appropriate, typically in the Spring. *Prerequisite: Permission of the instructor.*

481 SEMINAR IN PROBLEM SOLVING AND HISTORY OF MATHEMATICS	Staff
483 ANALYSIS SEMINAR	Staff
485 ALGEBRA SEMINAR	Staff
486 TOPOLOGY SEMINAR	Staff
487 SPECIAL TOPICS SEMINAR	Staff
491, 492 INDEPENDENT STUDY	Staff
Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with permission of the department chair. Major credit is awarded for both of these courses.	

MILITARY STUDIES

Chair: Lieutenant Colonel McCall (On location at UNC Charlotte)
Assistant Professor: Captain Kolouch (Officer-in-charge at Davidson)

Note: The ROTC Program at Davidson College is under the auspices of the Department of the Army which is responsible for making program decisions.

The Department of Military Studies—also known as the ROTC (Reserve Officers' Training Corps) Department—offers qualified students the opportunity to obtain a commission as an officer in the United States Army, Army Reserve, or Army National Guard while they are earning a college degree. ROTC helps students to build for their future in any career by developing confidence, responsibility, self-discipline and leadership abilities. This opportunity is open to both men and women. Students may pursue either a four-year or a two-year program of military studies instruction leading to a commission as an Army Second Lieutenant.

The Four-year Program is divided into two parts: the Basic Course and the Advanced Course.

The Basic Course is usually taken during the first and second years, and covers such subjects as management principles, national defense, military history, leadership development, and physical fitness training. Enrollment in the Basic Course can begin in any term in the first and second years. No military commitment is incurred for participation in the Basic Course. After completing the Basic Course, students who have demonstrated the potential to become officers and who have met the physical and scholastic standards for commissioning are eligible to enroll in the Advanced Course. Basic Course students (first- and second-year students) must complete Military Studies 101, 102, 201, and 202.

The Advanced Course is taken during the last two years. It includes instruction in organization and management, principles of training management, tactics, ethics and professionalism, further leadership development, and advanced physical fitness training. During the summer between their third and fourth years, Advanced Course students attend a fully-paid, six-week, Leadership Development and Assessment Course at Fort Lewis, WA. This course gives cadets the chance to put into practice the leadership theories and principles, and military skills learned in the classroom, and introduces them to how the Army functions in a field environment. Advanced Course students must complete Military Studies 301, 302, 401, and 402.

The Two-year Programs designed for juniors who did not take ROTC during the first two years of college. To enter the two-year program, students must attend a fully-paid, six-week, Leadership Training Course at Fort Knox, Kentucky, during the summer between the second and third years. After successfully completing the Leadership Training course, students who meet scholastic requirements may enroll in the Advanced Course. The Professor of Military Studies may waive any, or all, Basic Course and Basic Camp requirements for students who have had high school Junior ROTC experiences or prior military service.

ROTC students enroll in a military studies course each term. See the military studies advisor for specific details. **Military Studies 301 is a credit course. All other military studies courses listed are non-credit courses.** All cadets attend a leadership lab conducted on Tuesday afternoons. This lab reinforces classroom instruction and focuses on tactical leadership and basic skills.

101 LEADERSHIP AND PERSONAL DEVELOPMENT

Captain Kolouch

Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Includes instruction in map reading, land navigation, and customs and courtesies of the Army. Open to all Davidson students.

102 INTRODUCTION TO TACTICAL LEADERSHIP Captain Kolouch

Overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Includes instruction in basic tactics. Open to all Davidson students.

201 INNOVATIVE TEAM LEADERSHIP

Captain Kolouch

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Includes instruction in troop leading procedures, tactical movement, battle drills, and offensive and defensive operations.

202 FOUNDATIONS OF TACTICAL LEADERSHIP Captain Kolouch

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Includes instruction in terrain analysis, patrolling, tactical orders, route planning, and navigational methods.

301 ADAPTIVE TACTICAL LEADERSHIP

Captain Kolouch

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Includes instruction in squad operations, problem solving, and combat orders. *Prerequisite: ROTC Basic Course (or Leadership Training Course) or consent of the instructor.* Credit Course. (Fall)

302 LEADERSHIP IN CHANGING ENVIRONMENTS

Captain Kolouch

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Includes instruction in platoon operations, stability and support operations, and garrison orders. Designed to prepare third-year students to perform effectively at the Leadership Development and Assessment Course (LDAC). Mandatory for junior ROTC students. *Prerequisite: Military Studies 301 or consent of the instructor.* (Spring)

401 DEVELOPING ADAPTIVE LEADERS

Lieutenant Colonel McCall

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Includes instruction in risk management, training management, code of conduct, rules of engagement, counseling, and evaluations. Mandatory for all senior ROTC students. Prerequisite: Military Studies 302. (Fall)

402 LEADERSHIP IN A COMPLEX WORLD

McCall

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Includes instruction in Army organization and modularity, the platoon command team, a battle analysis, and a staff ride.

MUSIC

Professors: B. Lawing, Sprague

Associate Professors: Botelho (On Leave, Spring), Lerner, Stasack (Chair)

Instructor: Chamra

Adjunct Instructor: Chamra

Artist Associates: Cooper, Culpepper, Koljonen, C. Lawing, Rowland, Thornton

Core Requirements: Music 100W, 101, 121, 122, 141, 201, 221—246, 261, 325, and 328 satisfy the core requirement in Fine Arts.

Cultural Diversity Requirement: Music 141, 241, 242, 245, 246, and 263 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses to include:

1. three courses in music theory: 201, 202, 302;
2. two courses in music history: 325, 328;
3. one course in U.S. or world music: 122, 141, 228, 241, 242, 245, 246, 263;
4. three electives at the 200 level or higher;
5. senior seminar: 401;
6. applied study (continuously while declared and in residence);
7. ensemble participation (continuously while declared and in residence); and
8. keyboard proficiency.

Minor Requirements: Six courses total,

1. four from Music 101 or 201, 121, 122, 141;
2. two electives at the 200 level or higher; and
3. at least two semesters of ensemble participation or two semester of applied lessons.

Honors Requirements: The departmental honors program encourages the attainment of excellence in the major.

Please consult the department's Handbook for Music Majors, Music Minors, Applied Music Students and Award Recipients for specific details and expectations regarding each of the above requirements.

01 (Non-credit) BASIC AURAL-TRAINING	C. Lawing
02 (Non-credit) ADVANCED AURAL-TRAINING	C. Lawing
03 (Non-credit) KEYBOARD PROFICIENCY	C. Lawing
10 (Non-credit) CONCERT CHOIR	Sprague
11 (Non-credit) WIND AND JAZZ ENSEMBLE	B. Lawing
12 (Non-credit) SYMPHONY ORCHESTRA	Chamra
13 (Non-credit) CHAMBER SINGERS	Sprague
14 (Non-credit) OPERA WORKSHOP	Staff
15 (Non-credit) DICTION	Staff
43–44 (Non-credit) AFRICAN PERCUSSION ENSEMBLE	Snow
45–46 (Non-credit) VOCAL CLASS, 1 hour (Additional fee)	Staff
47–48 (Non-credit) PIANO CLASS, 1 hour (Additional fee)	C. Lawing
50 (Non-credit, P/F) VOCAL AND INSTRUMENTAL STUDY, 0.5 hour (Additional fee)	Staff
55 (Non-credit, P/F) VOCAL AND INSTRUMENTAL STUDY, 1 hour (Additional fee)	Staff
101 FUNDAMENTALS OF MUSIC Introduction to music theory and analysis, with emphasis on intervals, modes, scales, rhythm, meter, and form. <i>No prerequisite.</i> No music training required. (Fall)	Botelho
122 MUSIC OF THE UNITED STATES The cultivated and vernacular traditions of American music from the Colonial period to the present. Focus on close listening and cultural trends. Topics include: parlor song, minstrelsy, Tin Pan Alley, ragtime, blues, jazz, modernism, country, film music, rock, postmodernism. <i>No prerequisite.</i> No music training required. (Fall)	Lerner
141 WORLD MUSICS Exploration of selected musical systems of the world, approached through study of their basic stylistic elements. Discussion centers on the music and instruments indigenous to each system and includes extra-musical cultural associations such as religion and theatre. Listening drawn from field and studio recordings of native performers. <i>No prerequisite.</i> No music training required.	Stasack
155 APPLIED MUSIC Applied instruction designed for students with previous vocal or instrumental training. Must successfully complete jury at end of each semester of study. See department for competency levels and literature requirements. Additional fee required. <i>Prerequisite:</i> By audition or permission of the instructor. 1 credit for 2 consecutive semesters.	Staff
121 INTRODUCTION TO MUSIC IN WESTERN CIVILIZATION Designed for students who have had but slight contact with the art. Works of important masters from all periods. Develops wider understanding of music through intelligent listening. <i>No prerequisite.</i> No music training required. (Fall)	Staff

195 INDEPENDENT STUDY

Staff

Independent study in music under the direction of a faculty member who reviews and approves the topic, and determines the means of evaluation. Open to qualified students with permission of the chair.

201 THEORY I: HARMONY

Botelho

Introduction to the grammar of tonal music through part-writing and analysis. Includes scales, intervals, triads, seventh chords, and their inversions. Ear training in intervals, chords, melody, and rhythm. *No prerequisite*. Knowledge of scales and key signatures required. (Fall)

202 THEORY II: ADVANCED HARMONY

Botelho

Continuation of Music 201: Contrapuntal techniques within a diatonic framework, including sequences, melodic and rhythmic figuration; modal mixture, applied chords, modulation, and the neopolitan- and augmented-sixth chords. Ear training includes one- and two-part exercises. *Prerequisite: Music 201*. (Spring)

211 ELECTRONIC MUSIC

B. Lawing

Introduction to the use of computers and computer-assisted equipment in music composition and performance. *Prerequisite: Permission of the instructor*. (Fall)

212 CONDUCTING

Chamra, Lawing, Sprague

Designed for students who plan to pursue both choral and instrumental conducting. Emphasis on technique, rehearsal procedure, literature, and stylistic practices. *Prerequisite: Permission of Instructor*.

221-223 STUDIES OF COMPOSERS AND STYLES

Staff

Courses concentrating upon specific topics in music history. *No prerequisite*.

224 THE SYMPHONY

B. Lawing

History of the symphony and its literature from pre-classical examples to the present. (Normally offered in alternate years.)

226 OPERA

Staff

Opera from the Italian Renaissance through the 20th century. (Normally offered in alternate years.)

228 FILM MUSIC

Lerner

Historical, stylistic, and analytic study of film music from the origins of cinema in the 1890s to the present, focusing on fictional Hollywood narratives while also considering music's function in documentary and avant-garde filmmaking. Emphasizes close reading of music in relation to film, and vice versa. Weekly screenings. *No prerequisite*. (Fall)

230 CHORAL LITERATURE

Sprague

A survey of the history of choral literature with an emphasis on those larger works which are landmarks in the evolution of choral music and which are considered part of today's standard repertoire. Emphasis on close listening and analysis of text music relationships will be correlated with analyses of structural and stylistic elements in the music. Some prior knowledge of music is desirable, but not required. (Normally offered in alternate years.)

231 THE CONCERTO

Sprague

A survey of the evolution and literature of this popular instrumental form. Topics of inquiry will include discussion of stylistic changes and solo-tutti relationships, as well as musical structure. Some prior knowledge of music is desirable, but not required. (Normally offered in alternate years.)

232 JAZZ

B. Lawing

A general introduction to jazz. The class will explore the roots of jazz, will critically examine jazz improvisation, and will present a history of jazz from its beginnings to the 1990s.

241 MUSIC OF LATIN AMERICA

Botelho

An introduction to the music of Hispanic- and Luso-American countries and cultures from colonial times to the present. *No prerequisite.* (Normally offered in alternate years, Spring.)

242 MUSIC OF ASIA

Stasack

Indigenous classical and folk music of China, Japan, Korea, and India. Includes vocal and instrumental music, as well as prominent dance and theatre forms. Considers aspects of musical systems, aesthetics, and performance practice. Emphasis on historical traditions. *No prerequisite.* (Normally offered in alternate years.)

245 MUSIC IN WORLD RELIGIONS

Stasack

Cross-cultural study of musical styles, roles, and performance practices in religious belief systems and sacred rituals around the world. Thematic issues include: explicit and implicit relationships between musical substance and ideology; music as a tool for expressing, preserving, and empowering sacred texts; music as a means of structuring ritual; and the power of music to transform experience.

246 MUSIC OF BRAZIL

Botelho

A survey of cultivated and vernacular traditions of Brazilian music from colonial times to the present. Topics include: sacred and secular colonial music, the “barroco mineiro”, nationalism, the avant-garde, “samba, bossa nova, MPB, candomblé”, jazz, tropical rock, and rap. *No prerequisites.* (Normally offered in alternate years, Spring.)

255 APPLIED MUSIC, INTERMEDIATE

Staff

Applied instruction designed for students with previous vocal or instrumental training. Must successfully complete jury at the end of each semester of study. See department for competency levels and literature requirements. Additional fee required. *Prerequisite:* Music 155. 1 credit for 2 consecutive semesters.

256 APPLIED MUSIC, ADVANCED INTERMEDIATE

Staff

Applied instruction designed for students with previous vocal or instrumental training. Must successfully complete jury at end of each semester of study. See department for competency levels and literature requirements. Additional fee required. *Prerequisite:* Music 255. 1 credit for 2 consecutive semesters.

261 INTRODUCTION TO COMPOSITION

Stasack

A course exploring the sounds and architectures of contemporary musical styles while cultivating individual projects in composition, with opportunities for performance of works in a class recital. *Prerequisite:* Permission of the instructor. (Fall)

263 COMPOSITION IN NON-WESTERN STYLES

Stasack

Study and appreciation of compositional techniques employed in musical systems of non-European cultures. Student focus on a particular area. *Prerequisite:* Music 261. (Normally offered in alternate years.)

295 INDEPENDENT STUDY

Staff

Independent study under the direction of a faculty member who reviews and approves the topic, and determines the means of evaluation. Open to qualified students with permission of the chair.

302 FORM AND ANALYSIS

Botelho

Analytical techniques and formal processes of tonal music, including expressive styles and topics, binary and ternary forms, variation, fugue, and sonata form. *Prerequisite:* Music 202. (Fall)

325 MUSIC HISTORY I: ANTIQUITY TO 1800

Staff

The history of music in medieval and early modern Europe in its cultural and social context, emphasizing musical style, notation, and performance practice. Periods include Medieval, Renaissance, Baroque, and Classical through Beethoven's first stylistic period. *No prerequisite.* Ability to read music expected. (Fall)

328 MUSIC HISTORY II: AFTER 1800

Lerner, Sprague

The history of music in modern Europe and the United States in its cultural and social context, emphasizing musical style, notations, and performance practice. Periods include Romantic, Post-romantic, Modern, and Postmodern. *No prerequisite.* Ability to read music expected. (Spring)

355 APPLIED MUSIC ADVANCED

Staff

Applied instruction designed for students with previous vocal or instrumental training. Must successfully complete jury at end of each semester of study. See department for competency levels and literature requirements. Additional fee required. *Prerequisite: Music 256.* 1 credit for 2 consecutive semesters.

361 ADVANCED STUDIES IN COMPOSITION

Stasack

Development of creative and technical skills in music composition. Considers all parameters of sound—pitch, rhythm, texture, dynamics, form and orchestration. Emphasis on exploring the unique sensibilities of the individual. *Prerequisite: Permission of the instructor.*

395, 396 INDEPENDENT STUDY

Staff

Independent study under the direction of a faculty member who reviews and approves the topic, and determines the means of evaluation. Open to qualified students with permission of the chair.

401 SENIOR SEMINAR

Staff

A capstone seminar synthesizing historical inquiry, analytical methods, and performance practice along with techniques of music research, writing, and close listening. Topics chosen by the course instructor(s). *Prerequisite: Limited to senior music majors; open to other qualified students by permission of the instructor.* (Spring)

Vocal and Instrumental Study

Vocal and instrumental study are offered as follows:

Bassoon—Ann Shoemaker
 Banjo, mandolin and fiddle —Jon Singleton
 Cello—John Cloer
 Clarinet—Wendy Hartzheim
 Contrabass—Jeff Ferdon
 Flute—Amy Orsinger Whitehead
 Guitar—Jim Duckworth
 Harpsichord—Neil Lerner
 Horn—Frank Portone
 Oboe—Janet Carpenter
 Organ—Christopher Brayne
 Non-western percussion—Adam Snow
 Percussion—Adam Snow
 Piano—Ruskin Cooper, Cynthia Lawing
 Saxophone—Tim Gordon
 Trumpet—William Lawing
 Trombone and Tuba—Bryan French
 Viola—Piotr Swic
 Violin—Martha Koljonen
 Voice—Jacqueline Culpepper, Diane Thornton, Serena Hill

PHILOSOPHY

Professors: Goldstein, Stell

Associate Professor: Robb (Chair)

Assistant Professors: Griffith, McKeever, Studtmann

Core Requirement: Any philosophy course numbered below 400 counts toward fulfillment of the core requirement in Philosophy and Religion.

Major Requirements: Ten courses in philosophy including 105, 106, 200, 215, 450, and 451 and four additional courses above 106. Majors are strongly advised to complete Philosophy 200 by the end of their sophomore year.

Minor Requirements: Any five courses in philosophy including 105, 106, 200, and one additional course at the 200 level or above. Minors are strongly advised to complete Philosophy 200 by the end of their sophomore year.

Senior Thesis: To be certified for graduation, each major must complete a thesis of acceptable quality on an approved topic. Completion of the thesis is a requirement for Philosophy 450.

Honors: Majors who maintain through the end of the senior year at least a 3.2 overall average and at least a 3.5 average in philosophy, and who receive at least an A- in PHI 495 are awarded "Honors in Philosophy".

Majors who maintain through the end of the senior year at least a 3.5 overall average and at least a 3.75 average in philosophy, and who receive an A in PHI 495 are awarded "High Honors in Philosophy".

100W BETTER LIVING THROUGH BETTER THINKING

McKeever

Writing-intensive study of selected topics in philosophy. Satisfies the composition requirement. Topic for this year: Better living through better thinking. Open only to first-year students. (Spring)

101 REASON AND ARGUMENT

Goldstein

Introduction to a range of topics in philosophy. These topics include the problem of whether a god exists (or whether various gods exist), skepticism and theory of knowledge, the problem of free will and determinism, and contemporary moral problems. We give attention to the evaluation of arguments and to fallacy recognition. (Spring)

105 HISTORY OF ANCIENT PHILOSOPHY

Studtmann

Introduction to the origins and development of philosophy in ancient Greece, with special emphasis on Plato and Aristotle. Cross-listed Classics 161. (Fall)

106 HISTORY OF MODERN PHILOSOPHY

Robb

Introduction to philosophy in the early modern period, i.e. the seventeenth and eighteenth centuries. Emphasis on metaphysical and epistemological issues in the work of philosophers selected from this list: Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz, Kant. (Spring)

107 HISTORY OF MEDIEVAL PHILOSOPHY

Griffith

Introduction to philosophers of the medieval period. We will study thinkers of the Christian, Islamic, and Jewish traditions, spanning from the fourth century C.E. up to the fourteenth century. Philosophers covered may include: Augustine, Boethius, Anselm, Avicenna, Averroes, Maimonides, Aquinas, Duns Scotus, and Ockham. (Fall)

120 APPLIED ETHICS

Goldstein

Introduction to the philosophical analysis of contemporary moral controversies. Topics may include: abortion, euthanasia, feminism, world hunger, business ethics, nuclear war, human rights. (Fall)

130 MEDICAL ETHICS

Stell

Ethical analysis of patient-physician relationship; contraception, abortion, sterilization, artificial insemination, in vitro fertilization, surrogate motherhood; euthanasia and the care of dying patients; refusal of medical treatment and the use of "unorthodox" medical treatment; experimentation on human subjects; human genetic control; allocation of scarce medical resources; and health care delivery systems. (Fall)

160 GREAT PHILOSOPHERS

Goldstein

Introduction to philosophy through intensive study of the work of one philosopher. The philosopher selected varies from year to year. This year: Wittgenstein. (Fall)

200 SYMBOLIC LOGIC

Studtmann

Systematic study of symbolic logic and formal reasoning. Topics include: truth functional analysis, quantification theory, natural deduction, axiomatics, metalogic, and modal logic. (Fall)

210 GAMES AND DECISIONS

McKeever

Introduction to the formal analysis of games and rational decision-making. Decision under risk, ignorance, and certainty as applied in morals, politics, and religion. (Fall)

211 THEORY OF KNOWLEDGE

Robb

The central questions of epistemology are: What is knowledge? Do we have any? If so, how did we get it? This course accordingly looks at the nature, scope, and sources of knowledge. (Fall)

212 METAPHYSICS

Griffith, Studtmann

Philosophical study of the most fundamental features of the world and our place in it. Topics may include: abstract and concrete entities, God, causation, space and time, necessity, freedom and determinism, identity of objects and persons over time. (Not offered 2006-07)

213 PHILOSOPHY OF NATURAL SCIENCE

Robb

Philosophical issues at the foundations of natural science. Topics may include: the nature and method of science, the rationality of science, realism and the aim of science, the Scientific Revolution. (Not offered 2006-07)

214 PHILOSOPHY OF SOCIAL SCIENCE

Staff

Investigation of issues central to the philosophy of the social sciences including: the nature and explanation of human behavior, possibility of objective understanding of persons and institutions belonging to cultures different from one's own, and the character of human rationality. (Not offered 2006-07)

215 ETHICS

McKeever

Critical introduction to theories of value and obligation, analysis of the meaning and function of moral language, the relationship between morality and happiness. (Spring)

216 PHILOSOPHY OF LANGUAGE

Studtmann

Discussion of theories of communication, linguistic meaning, truth. Other topics may include: metaphor, naming and describing, reference, vagueness, universals. (Not offered 2006-07)

217 PHILOSOPHY OF MIND

Robb

Introduction to the mind-body problem: What is the relation between the mind and the body, or more generally, between mental and physical phenomena? Answers explored include dualism, behaviorism, the identity theory, and functionalism. Topics may also include: consciousness, mental representation, mental imagery, psychological explanation. (Not offered 2006-07)

220 POLITICAL PHILOSOPHY

McKeever, Stell

Introduction to the philosophical evaluation of political power and the social and economic institutions through which it is exercised. Discussion of such questions as: What justification is there for government? What moral duties do citizens have? Are there moral limits to government authority? Analysis of such concepts as freedom, rights, justice, and equality. (Not offered 2006-07)

225 PHILOSOPHY OF RELIGION

Griffith

Introduction to philosophical issues in classical and contemporary religious thought. Topics may include: justification of religious claims, relation of faith to knowledge, arguments for the existence of God, divine attributes, life after death, problem of evil, status of religious language, relation of religion to morality, alternatives to theism. (Fall)

235 EXISTENTIALISM

Griffith

Analysis of the existential conditions of human life, such as death, the fragility and finiteness of life, freedom, commitment, the need for God, and the quest for meaning, worth and dignity. Readings are from both philosophy and literature. (Spring)

350-353 SEMINAR IN PHILOSOPHY

Griffith, McKeever, Robb

Focused discussion of an important philosopher or cluster of related issues. Topics for this year are: John Locke (Fall), meta-ethics (Spring), Kant's "Critique of Pure Reason" (Spring). (Fall and Spring)

275 MIND AND EMOTION

Goldstein

How is consciousness (mind) related to body? Can you ever know what other people feel? Why do animals and people prefer pleasure to pain? Is pain good for the masochist? What are emotions and how do they motivate behavior? What enables us to have words in English and other public languages to specify sensations and other personal, non-public events? (Fall)

365 PHILOSOPHY OF MATHEMATICS

Studtmann

Analysis of philosophical foundations of mathematics. Topics discussed may include: the nature of mathematical truth, pure versus applied mathematics, the reality of mathematical entities, infinity, paradoxes, axiomatic systems, formal number theory, Godel's Theorem. (Not offered 2006-07)

399 INDEPENDENT RESEARCH IN PHILOSOPHY

Staff

Independent research under the direction of a faculty member who approves the topic(s) and determines the means of evaluation. *Permission of the instructor and the department chair required. (Fall and Spring)*

450 ADVANCED PHILOSOPHICAL WRITING AND SENIOR THESIS

McKeever

Required of all senior Philosophy majors. Analysis of techniques philosophers use to articulate, defend, and criticize theses. Emphasis on skills required to pursue an extended writing project. Students complete senior theses during the semester. (Fall)

451 SENIOR COLLOQUIUM IN PHILOSOPHY

Griffith

Capstone seminar required of all senior Philosophy majors. Topic for this year: the philosophy of action. (Spring)

495 HONORS THESIS

Staff

Open only to Philosophy majors eligible for honors. Includes the writing of a thesis under the supervision of a faculty member and an oral defense before the Philosophy faculty. Required of all honors candidates. (Spring)

PHYSICAL EDUCATION

Athletic Director: Murphy

Graduation Requirement: The college maintains a physical education requirement for graduation; however, the program carries no academic credit. A total of four courses is required: **PE 101** (required of all students; including transfers, during their first semester at Davidson); one lifetime credit (**PE 2****); one water credit (**PE 3****); and one team credit (**PE 4****). The requirement must be completed by the end of the sophomore year. Students receive credit for a team sport by participating on a varsity or junior varsity athletic team or by participating in 75 percent of games in a club or intramural sport. Lifetime credit will be given to students who participate in one of the lifetime physical education classes. A swim evaluation is administered during orientation to determine swimming ability and to offer guidance in course selection. Students who do not successfully complete a swim evaluation must register for an appropriate swimming class.

101 PHYSICAL EDUCATION

A twelve-hour course offered in the fall of each year which consists of ten core hours and two electives. Core topics include Alcohol and Drugs, Sexuality, Adult CPR, Standard First Aid, Career and Life Planning and Psychological Health. Two hours of electives include topics of Nutrition, Stress Management, Time Management, Religion, Think Smart, Infant/Child CPR, Myers-Briggs Type Indicator, and Fitness. *Required of all first-year and transfer students during the first semester at Davidson.*

PE 2 Lifetime Sports Credit:** One course required.

201 Aerobics	217 Dance—Jazz	236 Rock Climbing
202 Archery	218 Dance—Modern	237 Self Defense
204 Backpacking	219 Dance—Tap	241 Squash
205 Badminton	220 Fencing	242 Tennis
208 CPR—Adult	222 First Aid—Community	245 Wilderness Leadership
209 CPR—Child & Infant	226 Golf	253 Yoga
213 Croquet	229 Juggling	255 Belly Dancing
	230 Karate	261 Pilates
	234 Racquetball	265 Nutrition

PE 3 Water Sports Credit:** Upon successfully completing swim test, one course required.

301 Canoeing	307 Sailing	315 Water Polo
302 Crew	308 SCUBA Diving I	316 Water skiing
304 Kayaking	311 Swim Level 1 – 3	318 Water Safety Instructor
305 Lifeguard Training	312 Swim Level 4 – 6	319 Boat Smart
306 Lifeguard Instructor	313 Swim Level 6 – 7	

PE 4 Team Sports Credit:** 75% participation in an intramural team, club sports team, or intercollegiate varsity or junior varsity team.

PHYSICS

Professors: Boye, Cain (Chair), Christian

Associate Professors: Belloni, Gfroerer, Yukich

Core Requirements: Any course in physics numbered 103 or above may be counted toward the fulfillment of the core requirement in Natural Science and Mathematics. Physics 120, 220, 130, or 230 satisfies the core requirement in laboratory science. AP credit for Physics 118 or 119 does not satisfy the core requirement in laboratory science.

Major Requirements: Physics 120 or 130 is a prerequisite to a major in physics. Only with specific permission of the department chair can Physics 118 satisfy this prerequisite. The major consists of ten physics courses: 220 or 230, 200, 310, 320, 330, 335, 350, and 360; the mathematics requirement; and one course chosen from courses numbered 400 to 460. If Physics 201 is not taken to fulfill the mathematics requirement, then an additional physics course is required at the 400 level with the approval of the department.

Major Requirements (Engineering 3/2 Track): Students seeking to complete the dual degree engineering (3/2) track with a physics major are required to take the following courses in order to receive a B.S. degree in Physics from Davidson: Physics 230, 310, 320, 335; the mathematics requirement; and two courses chosen from 330, 350, and 360.

Mathematics Requirement: Either Physics 201 or both Mathematics 150 and 235 will satisfy the mathematics requirement.

Honors Requirements: In addition to completing the requirements for a major in physics, a candidate for honors in physics must submit a written thesis covering an independent research project. Such a project may be based upon work completed in Physics 495, 496, or in an undergraduate research program on or away from campus that is approved by the department. Applications for honors in physics should be made in writing to the chair of the department no later than the end of the junior year.

The awarding of honors in physics is based on:

1. An overall average of at least 3.2, with an average of at least 3.5 in physics courses taken at Davidson.
2. An acceptable score on the Graduate Record Examination in Physics.
3. An oral presentation of the research in a departmental seminar.
4. The favorable vote of the physics faculty concerning the qualities of the candidate, the course of study, the written thesis, and the oral defense.

Applied Mathematics Concentration: Students who are interested in applied mathematics are encouraged to consider the Applied Mathematics Concentration. The concentration offers a track for students interested primarily in the natural sciences and another track for students interested primarily in the social sciences. The concentration is described in detail in this catalog under concentrations.

Computer Science Concentration: Students who are interested in computer science are invited to investigate the Computer Science Concentration. This concentration is described in detail in this catalog under concentrations. Physics courses involved in the computer science concentration are Physics 200, 310, and 397. Mathematics courses in the concentration are listed under the Mathematics Department. The student who intends to pursue graduate study in computer science should major in physics or mathematics or take upper-level physics and math courses to augment the Computer Science Concentration. Examples of student computational work can be found at <http://webphysics.davidson.edu>.

103 PHYSICS OF THE ENVIRONMENT

Cain

A study of the physical laws and processes that underlie environmental phenomena with a special focus on energy and radiation. Technical, economic and social consequences of these laws and processes will be examined to better delineate the complex decisions related to environmental issues. No laboratory. Designed for non-science majors. (Fall)

105 ASTRONOMY

Cain

A survey of the current scientific view of the Universe. Emphasis on the physical and mathematical principles necessary to understand how astronomers observe and interpret phenomena. Topics include the historical development of major astronomical theories, the interaction of light and matter, the life cycle of stars, and the structure and evolution of the Universe. No laboratory. Designed for non-science majors. (Spring)

110 THE PHYSICS AROUND YOU

Cain, Yukich

A descriptive course, intended primarily for non-science majors, concerning the laws of mechanics, heat, electricity, light, and the atom as applied to the devices used and the natural occurrences observed in everyday experience. No laboratory. Designed for non-science majors. Not open to students with credit for Physics 120, 220, 130 or 230. (Spring)

115 MUSICAL TECHNOLOGY

Boye

The physical principles of sound, light, and electricity are developed and explored in order to understand their application in such technologies as digital audio recording and reproduction, synthesis of musical instruments, CDs, MP3s, personal audio players, lasers, and room acoustics. No laboratory. Designed for non-science majors. (Fall)

118 ADVANCED PLACEMENT CREDIT: MECHANICS

Course credit for appropriate scores on the AP Physics B exam or the AP Physics C (mechanics) exam. The course does not satisfy the lab science core requirement. Only with specific permission of the chair may the course serve as prerequisite to other courses in Physics. Credit for Physics 118 is forfeited by a student who elects to take Physics 120 or 130.

119 ADVANCED PLACEMENT CREDIT: ELECTRICITY AND MAGNETISM

Course credit for appropriate scores on the AP Physics C (electricity and magnetism) exam. The course does not satisfy the lab science core requirement. Only with specific permission of the chair may the course serve as prerequisite to other courses in Physics. Credit for Physics 119 is forfeited by a student who elects to take Physics 220 or 230.

120, 220 GENERAL PHYSICS

Belloni, Boye, Cain, Gfroerer, Yukich

Mechanics, heat, sound, electricity and magnetism, optics and modern physics. One laboratory period each week. Physics 120 or permission of the instructor is prerequisite for Physics 220. Physics 120 (Fall and Spring); Physics 220 (Fall and Spring)

130, 230 GENERAL PHYSICS WITH CALCULUS

Belloni, Cain, Christian, Gfroerer, Yukich

Mechanics, heat, sound, electricity and magnetism, optics and modern physics. More comprehensive than Physics 120, 220 and designed for students who intend to major in chemistry, mathematics, physics, or 3-2 Engineering. One laboratory each week. Corequisite for Physics 130: Math 130. *Prerequisite for Physics 230: Physics 130 or permission of the instructor. (Physics 130, Fall; Physics 230, Spring).*

200 COMPUTATIONAL PHYSICS (= CSC 200)

Boye, Christian

Introduction to computer programming using an object oriented programming language such as Java. Assignments will be based on simulations emphasizing problem solving in science, program writing, and numerical methods in science. A final project of the student's choice is presented in an end-of-term poster session. *Prerequisite: Physics 120 or 130 at Davidson or permission of the instructor. (Spring)*

201 MATHEMATICAL METHODS FOR SCIENTISTS

Belloni, Boye, Gfroerer

Designed to develop a basic competence in many areas of mathematics needed for junior/senior level work in the sciences. Basic methods of power series, complex numbers, Fourier analysis, linear algebra, ordinary and partial differential equations and vector calculus covered clearly and carefully but without detailed proofs. Symbolic computation and scientific visualization tools used as appropriate. *Prerequisite: MAT 135. (Spring)*

310 ELECTRONICS AND INSTRUMENTATION

Boye, Yukich

Theoretical and laboratory investigations of analog and digital circuits including diodes, transistors, operational amplifiers, and logic gates and their use in computers and as instrument building blocks. Integration of these components to construct power supplies, oscillators, amplifiers and microcomputer data acquisition systems. Two laboratory periods each week. *Prerequisite: Physics 220 or 230. (Fall)*

320 INTRODUCTION TO MODERN PHYSICS

Boye, Cain, Gfroerer

A survey of 20th and 21st century physics. Topics include relativity, quantum mechanics, atomic and nuclear physics, elementary particles and cosmology. Two laboratory periods each week. *Prerequisite: Physics 220 or 230. (Fall)*

330 INTERMEDIATE MECHANICS

Belloni, Gfroerer

Newtonian principles are used with differential, integral, and vector calculus to analyze classical dynamics. Lagrangian and Hamiltonian formulations of mechanics are also developed and applied. Topics may include: linear and non-linear oscillations, gravitational systems, the calculus of variations, many-particle systems, non-inertial reference frames, rigid-body dynamics, normal modes, and wave theory. *Prerequisites: Physics 220 or 230 and Mathematics 135, or permission of the instructor. (Fall)*

335 INTERMEDIATE LABORATORY

Christian, Gfroerer

Introduces physics majors to advanced laboratory experiments and research techniques, including writing and oral communication skills. Lecture and laboratory. *Prerequisites: Physics 220 or 230 and Physics 320. Physics 310 is recommended. (Spring)*

350 ELECTRICITY AND MAGNETISM

Belloni, Cain, Yukich

Electrostatics, magnetostatics, and electromagnetic waves, with emphasis on the application of Maxwell's equations. *Prerequisite: Physics 330 or permission of the instructor. (Spring)*

360 QUANTUM MECHANICS I

Belloni, Christian

Quantum mechanics with applications to exactly-solvable systems. *Prerequisites: Physics 330 and 350 or permission of the instructor. (Fall)*

391, 392 SPECIAL TOPICS IN PHYSICS

Staff

Open to qualified students with permission of instructor. Topics announced in advance of registration.

395, 396 INDEPENDENT STUDY

Staff

Open to students with substantial backgrounds in physics with written permission from a supervising professor who reviews and approves the study topic. The independent study typically culminates in a written paper and/or an oral presentation.

397 INDEPENDENT STUDY IN ADVANCED SOFTWARE DEVELOPMENT IN SCIENCE (=CSC 397)

Christian

(Cross-listed as Computer Science 397). Independent study using computers to model dynamical systems in the natural sciences under the direction and supervision of the instructor who approves the specific topic of study. Emphasis is on the use of object-oriented programming and web-based protocols to investigate both dynamical systems and the representation of those systems as data structures and algorithms. *Prerequisites: CSC/PHY 200 or CSC 121 and one of PHY 310, CSC 231 or CSC 325, or permission of the instructor.*

400 STATISTICAL AND THERMAL PHYSICS

Cain, Gfroerer

An introduction to thermal physics using a statistical approach to describe systems composed of very many particles. The conclusions of classical thermodynamics are derived from statistical results. *Prerequisite: Physics 330 or permission of the instructor.* (Spring)

410 INTERMEDIATE ASTROPHYSICS

Belloni

Astrophysical concepts are considered using the techniques of classical mechanics, electromagnetic theory, statistical mechanics, and quantum mechanics. Topics include: star formation, the structure and evolution of degenerate stars, supernova explosions, special and general relativity, and cosmology. *Prerequisites: Two or more of Physics 330, 350, 360, and 400, or permission of the instructor.* (Not offered 2006-07)

415 OPTICS AND LASERS

Yukich

Applications of electromagnetic theory to modern optics and lasers. Topics include electromagnetic wave propagation and superposition, optical elements and devices, Fourier transforms, diffraction, polarization, interference, and coherence theory. Specific applications are made to lasers, spectrometers, interferometers, and optical systems. *Physics 350 or permission of the instructor.* (Fall)

430 ADVANCED MECHANICS

Boye

Continuation of Physics 330, including motion in non-inertial reference frames, rigid-body motion, Hamiltonian formalism, coupled oscillations and other selected topics. *Prerequisite: Physics 330.* (Not offered 2006-07)

495, 496 INDEPENDENT RESEARCH

Staff

Open to students with substantial backgrounds in physics with written permission of the supervising professor who reviews and approves the research topic. Satisfactory completion of a project includes a presentation at a departmental seminar.

POLITICAL SCIENCE

Professors: Ahrens Dorf, Menkhaus, Ortmyer, Rigger, Shaw,
Thornberry (Chair)

Associate Professors: Alexander, Roberts, Sellers (On Leave, Fall)

Assistant Professor: Crandall (On Leave, Spring)

Adjunct Lecturer: Davidson

Core Requirements: Only courses numbered 100 to 350 count toward the core requirement in Social Science.

Cultural Diversity Requirement: Political Science 233, 240, 241, 332, 333, 337, 471, 475, and 479 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in political science, including:

1. At least one course in each of the following sub-fields: (Seminars do not count toward sub-field requirements.)
 - a. Political Theory—Political Science 102, 205, 208, 209, 300, 301, 302, 303;
 - b. American Politics—Political Science 111, 210, 215, 311, 312, 314, 315, 316, 318, 319, 323;
 - c. Comparative Politics—Political Science 130, 230, 233, 240, 241, 331, 332, 333, 335, 336, 337;
 - d. International Politics—Political Science 141, 240, 241, 340, 345, 346, 347, 348.
2. Political Science 221.
3. A seminar numbered 450 to 489. Seminars may have specific prerequisites and usually require prior course work in that sub-field.

4. A major paper. This paper will be written under the supervision of a Davidson College Political Science faculty member. An oral defense may be expected. This requirement can be met by the completion of an honors thesis or by the writing of a paper (at least 20 pages) done in the context of a seminar or an independent study. Not all seminars will offer this option; check with the faculty member offering the course. A grade of C or better must be earned on the paper to satisfy this requirement.

Note that Political Science 221 and seminars must be taken at Davidson.

Honors Requirements: Juniors or seniors who meet the general college honors requirements, who have made a 3.5 G.P.A. on at least four political science courses, and who can furnish convincing evidence of a special interest in and capacity for research may be admitted to the departmental honors program. Each successful applicant will develop an individualized plan of work in consultation with a professor in the department. This plan must include, in addition to the normal major requirements, the preparation of an honors thesis (Political Science 498). Those who maintain a 3.5 G.P.A. in all political science courses through the senior year and who produce a thesis that is judged of high quality by the entire department will be awarded "Honors in Political Science."

100W (Comp) FIRST-YEAR WRITING SEMINAR

Roberts, Shaw

Topics covered include "The American Dream of Success" and "Justice and Piety." Satisfies the requirement in composition. Open only to first-year students. (Offered every year.)

102 CONTEMPORARY POLITICAL IDEOLOGIES

Ahrens Dorf

Introduction to liberalism, communism, fascism, and political Islam. Not open to juniors and seniors. Formerly POL 101. (Offered every year)

111 INTRODUCTION TO AMERICAN POLITICS

Roberts, Sellers

Introduction to the study of American political processes and institutions, including Congress, the Presidency, the courts, political parties, elections, and related topics. Not open to juniors and seniors. (Offered every semester)

130 INTRODUCTION TO COMPARATIVE POLITICS

Menkhaus, Rigger

Introduction to the comparative study of political institutions, selected public policy challenges, and political trends in selected countries and regions around the world. Students are introduced to aspects of critical analysis and comparative methods as part of exploration of topics such as comparative electoral systems, executive-legislative relations, health care policies, gun control, immigration, taxation, and the democratization. Not open to juniors and seniors. (Offered every semester)

141 INTERNATIONAL POLITICS

Alexander, Crandall, Ortmayer

Contemporary global issues, foreign policy, and the structures and processes of conflict and cooperation in a dynamically changing world environment. Not open to juniors and seniors. (Offered every semester)

205 FAMILY AND JUSTICE

Shaw

Examination of the ways in which families and political and economic institutions shape one another, with special emphasis on policies that promote marriage over 'alternative' family arrangements; state-mandated family leave policies; 'family-friendly' corporate employment practices; same-sex marriage; divorce law; and welfare reform. (Fall)

208 CLASSICAL POLITICAL THEORY

Ahrens Dorf

Major political philosophers from the 5th century B.C. to the end of the Middle Ages. (Offered every year)

209 MEDIEVAL POLITICAL THEORY

Ahrens Dorf, Shaw

Major political thinkers of medieval Christianity, Islam, and Judaism. (Offered alternate years)

210 PARTIES AND INTEREST GROUPS

Roberts

Analysis of the internal operation of parties and interest groups and their role in the American electoral and legislative process. Not open to juniors and seniors except by permission of the instructor. (Offered every year)

- 215 THE POLITICS OF FEMINISM Roberts, Thornberry
Philosophical origins of the feminist movement and its impact on the current American political scene. Not open to first-year students. (Offered alternate years)
- 221 METHODS AND STATISTICS IN POLITICAL SCIENCE Rigger, Sellers, Thornberry
The framework of social science analysis, and the use of statistics for studying political problems. Topics range from research design and hypothesis testing to correlation and multiple regression.
- 230 WEST EUROPEAN POLITICS Ortmayer
Comparative analysis of the political culture, party systems, political economy, and foreign policies of France, Germany, the United Kingdom, and other selected Western European states. (Offered every year.)
- 233 POLITICS OF THE AMERICAS Crandall
An introduction to the politics of Latin American countries. The course considers alternative theoretical explanation for patterns of politics. (Offered every year)
- 240 POLITICS OF AFRICA Menkhaus
Survey of contemporary political and economic issues facing the African continent, including international relations of Africa.
- 241 POLITICS OF THE MIDDLE EAST Menkhaus
Survey of contemporary political and economic issues facing the Middle East, including international relations of the Middle East. (Not offered in 2005-06)
- 294 DAVIDSON IN WASHINGTON INDEPENDENT STUDY Staff
Project involving student research conducted in Washington, D.C., as part of the summer program of Davidson in Washington. Must have a significant political component. (Offered every year)
- 295 INDEPENDENT STUDY Staff
Research leading to the submission of a major paper under the direction and supervision of a faculty member who reviews and approves the topic of the independent study and evaluates the student's work. *Prerequisite: Permission of the instructor.* (Offered every semester.)
- 300 MODERN POLITICAL THEORY Shaw
Leading political philosophers from the Renaissance to the latter part of the 19th century. (Offered every year)
- 301 CONTEMPORARY POLITICAL THEORY Shaw
Major political philosophers from Nietzsche to the present. (Offered every year.)
- 302 SPECIAL TOPICS IN CLASSICAL POLITICAL THEORY Ahrensdorf
This course explores such central themes of classical political thought as "education and politics," "idealism and realism," and "politics and literature." (Offered alternate years.)
- 303 SPECIAL TOPICS IN CONTEMPORARY POLITICAL THEORY Shaw
The course explores topics of special relevance to debates in contemporary political theory such as "multicultural citizenship," "democratic theory," and "postmodern theory." (Offered alternate years)
- 304 FOUNDATIONS OF LIBERALISM Shaw
Major political philosophers within the liberal tradition, including Locke, Kant, de Tocqueville, and Rawls.
- 311 THE LEGISLATIVE PROCESS Roberts, Sellers
Legislative behavior and policy-making in the United States, with particular emphasis on the Congress. (Offered every year)
- 312 THE PRESIDENCY Roberts
The modern American presidency from a policy-making perspective, including consideration of the various internal and external factors which constrain the behavior of incumbent presidents. (Offered every year)

315 CONSTITUTIONAL LAW

Thornberry

Development and interpretation of the Constitution of the United States through analysis of the decisions of the Supreme Court. Not open to first- and second-year students. (Offered alternate years)

316 CIVIL LIBERTIES

Thornberry

Analysis of Constitutional guarantees of civil liberties in the United States with special focus on the Bill of Rights and the 14th Amendment. Not open to first- and second-year students. (Offered alternate years)

318 STRATEGY AND ETHICS IN CAMPAIGNS

Sellers

This course will explore the vocation of political candidates, by discussing strategic and ethical dilemmas that they face in election campaigns. Students in the course will examine why politicians run for office, how they try to win office, and whether their decisions in these areas are normatively desirable. Not open to first year students. (Offered alternate years)

319 PUBLIC OPINION

Sellers

Formation, change and measurement of political attitudes. *Prerequisite: Political Science 221.* (Offered alternate years)

323 (213) POLITICS AND THE MEDIA

Roberts, Sellers

An assesment of the role mass media play in American politics with emphasis on systematic as well as individual effects. *Prerequisite: POL 101, 111, 130, 141 or permission of the instructor.*

324 PHILANTHROPY AND THE NON-PROFIT SECTOR

Menkhaus

Exploration of the emerging role of the non-profit sector and charitable organizations in community development and advocacy. Permission required. (Offered alternate years)

331 THE RISE OF NEW DEMOCRACIES

Crandall, Rigger

The study of selected countries undergoing democratic transitions using theories of democratization in contemporary societies as a framework. (Offered alternate years.)

332 CHINESE POLITICS

Rigger

Introduces the political institutions and behavior of the People's Republic of China and Hong Kong.

333 THE POLITICS OF JAPAN AND THE EAST ASIAN DRAGONS

Rigger

Introduces the political institutions and behavior of Japan, Taiwan, and South Korea.

336 RUSSIAN/POST-SOVIET STATES' POLITICS

Ortmayer

Comparative analysis of the political systems, political economies, and foreign policies of Russia and former Soviet republics, including Ukraine, the Caucasian republics, and Central Asian states. (Offered alternate years.)

337 POLITICS OF DEVELOPMENT

Menkhaus

Theories of development and underdevelopment, selected issues affecting Third World states, and the comparative study of change in countries of Latin America, Asia, Africa, and the Middle East. (Offered alternate years)

340 INTERNATIONAL POLITICAL ECONOMY

Crandall

Survey of theories of international political economy and study of the politics of international trade, foreign aid, debt, and north-south relations. *Prerequisite: Economics 101.* (Offered alternate years.)

345 EVOLUTION AND PRACTICE OF U.S. POLICY IN THE AMERICAS

Crandall

This course traces the evolution of United States involvement in Latin America beginning with the War of 1898 and continuing through the present day. It focuses on recent US-Latin American issues such as the war on drugs, undocumented immigration, and intermittent U.S. interventions in the hemisphere.

346 AMERICAN FOREIGN POLICY

Oakes, Ortmayer

Analysis of the foreign policy process, bureaucratic politics, executive-congressional relations and selected foreign policy problems in a discussion-intensive approach using case studies (e.g. interventions in Haiti and Somalia, South African sanctions, Cuba Missile Crisis) (Offered every year)

347 INTERNATIONAL ORGANIZATION Menkhaus
 Survey of theories of international cooperation, conflict, and organization; the historical evolution, functions, and current politics of key international organizations, especially the United Nations; U.S. foreign policy toward the U.N.; and selected issues and case studies with a focus on the politics of intervention and international peacekeeping. (Offered alternate years)

348 CONTEMPORARY NATIONAL SECURITY Menkhaus, Ortmyer
 Analysis of global security threats, the nature of contemporary warfare, and debates over U.S. national security policies. Emphasis will be on case studies from the post-Cold War era. (Offered alternate years)

390 TUTORIAL Staff
 Individual programs of supervised study conducted through the preparation and discussion of a series of essays under the direction and supervision of a faculty member who reviews and approves the topic of the tutorial. *Prerequisite: Permission of the instructor.* (Offered every semester)

393 SYMPOSIUM: DAVIDSON IN WASHINGTON Staff
 A symposium on topics of contemporary politics conducted in Washington as part of the summer program of Davidson in Washington. Possible topics include: National Security, Citizenship in the 21st Century, Justice and the Family.

450-459 POLITICAL THEORY Ahrens Dorf, Shaw
 Reading, research, reports, and discussions on selected topics within the sub-field. Past seminars include "Lincoln and the Crisis of American Democracy" and "The City and Justice." *Prerequisite: Permission of the instructor.* Note: Individual courses may have additional prerequisites. At least one seminar is offered in each sub-field every year.

460-469 AMERICAN POLITICS Roberts, Sellers, Thornberry
 Reading, research, reports, and discussions on selected topics within the sub-field. Past seminars include "Politics of Reproduction," "Southern Politics," and "Political Manipulation of the News." *Prerequisite: Permission of the instructor.* Note: Individual courses may have additional prerequisites. At least one seminar is offered in each sub-field every year.

470-479 COMPARATIVE POLITICS Crandall, Menkhaus, Rigger
 Reading, research, reports, and discussions on selected topics within the sub-field. Past seminars include "Conflict in the Andes," "European Integration," and "US-Taiwan-China Triangle," *Prerequisite: Permission of the instructor.* Note: Individual courses may have additional prerequisites. At least one seminar is offered in each sub-field every year.

480-489 INTERNATIONAL POLITICS Ortmyer, Rigger
 Reading, research, reports, and discussions on selected topics within the sub-field. Past seminars include "International Political Economy," "U.S. National Security Policy," "Conflict Resolution," and "Humanitarianism and War." *Prerequisite: Permission of the instructor.* Note: Individual courses may have additional prerequisites. At least one seminar is offered in each sub-field every year.

495 ADVANCED INDEPENDENT STUDY Staff
 Research leading to the submission of a major paper under the direction and supervision of a faculty member who reviews and approves the topic of the independent study. *Prerequisite: Permission of the instructor.* (Offered every semester)

498 HONORS THESIS Staff
 Required of and limited to seniors in the Honors Program. Thesis is written under supervision of an appropriate instructor and is defended orally before at least three members of the political science faculty. (Offered every year)

PSYCHOLOGY

Professors: Ault (Chair; On leave, Spring), Barton, Kello (Acting Chair, Spring), Palmer, Ramirez

Associate Professors: Multhaup, Munger, M. Smith

Assistant Professor: Tonidandel

Adjunct Lecturer: Huddleston (On location at Broughton Hospital)

Affiliated Faculty: R. Jackson (Education)

Core Requirement: Psychology 101, 199c, and any course numbered between 230 and 284 are courses which may be counted toward fulfillment of the core requirement in Social Science.

Note on prerequisites: Occasionally, under extraordinary circumstance, the department chair may waive a specific prerequisite for a particular course.

Major Requirements: Ten courses are required including 101; 310; and 400, 401, or 402. Three courses must be methods courses: one must be 301, 302, 303, 304, 305, or 323; and one must be 314, 315, 316, 318, or 319; the third can be from either sequence. Of the ten courses, students must take at least one in each of the following areas:

Animal Behavior/Physiological courses: 282, 284, 302, 303, 305, 323, 324, seminars TBA

Cognitive courses: 276, 301, 304, seminars TBA

Developmental courses: 234, 241, 243, 245, 315, 319, seminars TBA

Clinical/Industrial-Organizational/Social/Personality courses: 230, 231, 232, 233, 234, 250, 254, 260, 314, 316, 318, seminars TBA

One of the ten courses must be a seminar; listings of current seminars and the area they fit within will be listed on the department Web page and in the Psychology Department Office.

In addition, all seniors must satisfactorily complete an oral interview conducted by a psychologist who is not a member of the department.

(Courses 295–298 are reserved for transfer credits.)

Honors Requirements: The Department of Psychology grants honors to those senior majors who meet the general college requirements with a minimum 3.2 GPA overall, meet the stated requirements for a major in Psychology with a minimum 3.5 GPA, and complete a senior thesis (PSY 400). Completion of these courses does not guarantee a recommendation for graduation with honors. The student's work must be of superior quality. Evidence for such superior quality consists of generally high degrees of proficiency or exceptional creativity in course work, thesis, papers and projects.

Davidson-Broughton Summer Program: Each summer, if there is sufficient enrollment, the department offers Practicum in Psychology (Psychology 290) during an eight-week period, with the students living and working at the state mental hospital in Morganton, N.C. There students have direct contact with patients and staff members while studying with adjunct lecturer Huddleston. Credit for Psychology 290. *Prerequisites:* Psychology 231 and consent of instructor. Inquiries may be directed to Department of Psychology, Davidson College.

101 GENERAL PSYCHOLOGY

Staff

Survey of the current psychology of learning, perception, motivation, intelligence, and thinking, with emphasis on the application of scientific methods to psychological investigation and on the biological bases of behavior and experience. Students may be required to participate in experiments or in alternative research experiences. (Fall and Spring)

195 INDEPENDENT STUDY

Staff

Study in an area of psychology not covered by other catalog offerings under the direction and supervision of a faculty member who reviews and approves the topic of the independent study. Students submit a written plan of study to the faculty member prior to the close of Drop/Add in the semester of registration. *Prerequisites:* Psychology 101 and permission of supervising instructor. Does not count toward fulfillment of major or core requirements. (Fall and Spring)

- 230 INTRODUCTION TO PERSONALITY** Barton
Review of theories of personality to understand and predict human behavior. Emphasis on traditional models (e.g., theories of Freud, Rogers, Skinner) and applications of these models to contemporary psychological issues (e.g., Type A behavior and health; personality inventories). *Prerequisite: Psychology 101.* (Not offered 2006-07)
- 231 ABNORMAL PSYCHOLOGY** Barton
Characteristics, etiology, and treatment of major patterns of maladaptive behavior (anxiety disorders, depression, antisocial behavior, schizophrenia, etc.). Theoretical and empirical evidence for understanding causality and treatment. *Prerequisite: Psychology 101.* (Spring)
- 232 SOCIAL PSYCHOLOGY** Palmer
Social influence upon individual behavior. Attitude formation and change; attitude measurement; conformity; communication processes and persuasion; prejudice; violence and helping behavior; cooperation-competition; group dimensions; person perception; and attribution theory. *Prerequisite: Psychology 101.* (Spring)
- 234 Child Psychopathology** Staff
An overview of the psychological disorders of childhood, including their description, classification, etiology, assessment and treatment. Emphasis will be placed on the theoretical and empirical bases of these disorders, focusing on relevant research methods and findings as well as case history material. *Prerequisite: Psychology 101.* (Not offered in 2006-07)
- 245 PSYCHOLOGY OF AGING** Multhaup
Introduction to human aging from a psychological perspective. Adult age-related changes in memory, intelligence, wisdom, personality, etc. Attitudes toward aging and adjustment to aging. Emphasis on the application of scientific methods to the study of aging. Students with credit in Psychology 245 may not subsequently enroll in Psychology 319. *Prerequisite: Psychology 101.* (Spring)
- 250 AFRICAN AMERICAN PSYCHOLOGY** Jackson
Introduction to the study of psychology from an African American perspective. Compares and contrasts theories from traditional European-centered and Afrocentric approaches to explain the life experiences, cognition, and behaviors of African Americans. The historical development of black psychology, black identity development, cultural bias in psychological testing, black communication styles, black self-hatred, and the mental health of African Americans. *Prerequisite: Psychology 101.* (Spring)
- 254 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY** Tonidandel
Current theory, research, and practice in the selection, training, and evaluation of employees; management and development of employees as resources for the organization; design and development of the organization as a whole. *Prerequisite: Psychology 101.* (Fall)
- 260 ORGANIZATIONAL DEVELOPMENT** Kello
Organizational Development (OD) is a multi-disciplinary area of research and practice that deals with the understanding and application of the principles of behavioral science to planned organizational change. *Prerequisites: Psychology 101, 254 is desirable but not required.* (Not offered in 2006-07)
- 276 COGNITIVE PSYCHOLOGY** Multhaup
Introduction to cognitive psychology. Structure and processes underlying cognition including memory, attention, language, problem-solving, imagery, etc. Emphasis on theories and empirical evidence for understanding cognition. *Prerequisite: Psychology 101.* (Fall)
- 282 LEARNING** Smith
Overview of major topics in learning: elicitation, classical conditioning, reinforcement, punishment, problem solving, behavioral economics, and verbal behavior. Focus on empirical data, research methodology, and technologies generated from learning research. Students with credit in Psychology 282 may not subsequently enroll in Psychology 305. *Prerequisite: Psychology 101.* (Fall)
- 284 DRUGS AND BEHAVIOR** Smith
The course examines the effects of drugs on human and animal behavior. Consideration is also given to the physiological effects of drugs on the central nervous system. Methods for preventing and treating drug abuse are also addressed. *Prerequisite: Psychology 101.* (Spring)

290 PRACTICUM IN PSYCHOLOGY

Staff

Field work and/or data collection in an applied area of psychology. Before the close of Drop/Add in the semester of registration, the student submits a written plan of study to the supervising faculty sponsor and negotiates a placement with a field supervisor. The student makes regular visits to the field setting (e.g., a school, clinic, business) for the work and reports regularly to the faculty sponsor. *Prerequisite:* Permission of faculty sponsor. Grading is pass-fail. This course may be taken only once. (Fall and Spring)

301 PSYCHOLOGICAL RESEARCH-PERCEPTION AND ATTENTION

Munger

Research methods, concepts, and empirical findings in perception and attention are examined in lecture and extensive laboratory experience. Course explores how a physical stimulus impinges on sense organs and is subsequently processed and understood by perceptual systems (e.g., how do we “see” things?). Participation in research as subjects and experimenters is required. *Prerequisite:* Psychology 101. Recommended completion by Fall, senior year, for majors. (Spring)

302 PSYCHOLOGICAL RESEARCH-BEHAVIORAL PHARMACOLOGY

Smith

Students conduct experiments on the effects of drugs on human and animal behavior. Scientific writing is a strong focus in this course, with students writing research reports on each experiment. Students are required to propose a novel line of research in the form of a research proposal. Studies conducted in other behavioral pharmacology laboratories are discussed and critiqued. Some work with animals is required. *Prerequisite:* Psychology 101. Recommended completion by Fall, senior year, for majors. (Spring)

303 PSYCHOLOGICAL RESEARCH-BEHAVIORAL NEUROSCIENCE (=BIO 331)

Ramirez

Role of the nervous system; sensory and motor mechanism; physiological bases of motivation and emotion; sleep and arousal; and physiological bases of learning, memory, and language. Extensive laboratory training. Work with animals is required. *Prerequisites:* Psychology 101 or Biology 111 or Biology 112 and permission of the instructor. Recommended completion by Fall, senior year, for majors. (Fall)

304 PSYCHOLOGICAL RESEARCH-MEMORY

Multhaup

Research methods, concepts, and empirical findings in the field of memory are explored in lecture and extensive laboratory experience. Emphasis is on human memory. Participation in research as subjects and experimenters is required. *Prerequisite:* Psychology 101. Recommended completion by Fall, senior year, for majors. (Fall)

305 PSYCHOLOGICAL RESEARCH-LEARNING

Ramirez, Smith

The major learning theories of the 20th century will be explored. Particular attention will be paid to the theories of Thorndike, Pavlov, Skinner, Tolman, Hull, Hebb, and Bolles. The empirical data supporting these theoretical frameworks will be assessed. This is a laboratory intensive course involving animals. Students who have taken Psychology 282 may not enroll in this course. *Prerequisite:* Psychology 101. Recommended completion by Fall, senior year, for majors. (Not offered 2006-07)

310 PSYCHOLOGICAL RESEARCH-DESIGN AND ANALYSIS

Barton, Tonidandel

Introduction to psychological research. Descriptive, correlational, and experimental methods of research will be examined. Primary focus on data analysis including descriptive statistics and inferential statistics with emphasis on analysis of variance. Mandatory weekly computer lab. *Prerequisite:* Psychology 101. Recommended in the sophomore, or no later than junior, year for majors. (Fall and Spring)

314 PSYCHOLOGICAL RESEARCH-CLINICAL

Barton

Research methodologies and statistical techniques used in clinical research. Ethical and practical constraints to the empirical study of clinical problems. Students critique empirical articles in Clinical Psychology and Behavioral Medicine in lecture/discussion and develop skills with multivariate statistics. Required participation in research experiences as subjects and investigators. *Prerequisites:* Psychology 231 (or permission of the instructor) and 310. Recommended completion by Fall, senior year, for majors. (Fall)

315 PSYCHOLOGICAL RESEARCH-CHILD DEVELOPMENT

Ault

Research methods for studying child development are examined in lecture, laboratory and field settings. Methods include observations, interviews, and experiments with emphasis on ethical implications of research with children and research designs commonly used by developmental psychologists. Course requirements include participation in research as investigators. *Prerequisite:* Psychology 310. Recommended completion by Fall, senior year, for majors. (Fall)

316 PSYCHOLOGICAL RESEARCH-INDUSTRIAL/ORGANIZATIONAL Tonidandel
 Research methods and statistical techniques used in industrial/organizational psychology examined through lectures, laboratories, and field studies. Students gain knowledge and experience in research methods used in these fields. Students will be expected to apply these techniques and methods to complete individual research projects. Ethical and practical issues in organizational research discussed. *Prerequisites: Psychology 310 and 254.* Recommended completion by Fall, senior year, for majors. (Spring)

318 PSYCHOLOGICAL RESEARCH-SOCIAL Palmer
 Research methods and statistical techniques used in social psychology are examined through lecture, laboratory, and field research. Students will gain knowledge in formulating research questions, translating them into research methodologies, data collecting, and analysis. Comparative strengths of different methodologies, ethical issues, and scientific writing will be emphasized. *Prerequisite: Psychology 310.* Recommended completion by Fall, senior year, for majors. (Fall)

319 PSYCHOLOGICAL RESEARCH-ADULT DEVELOPMENT Multhaup
 Research methods, concepts, empirical findings, and ethics for studying adult development (focus on younger and older adulthood) are explored in lecture and laboratory settings. *Prerequisite: Psychology 101.* (Not open to students with credit for Psychology 245. If holding PSY 245 credit, see the instructor if interested in Psychology 319). Recommended completion by Fall, senior year, for majors. (Spring)

323 ANIMAL BEHAVIOR Case
 (Cross-listed as Biology 323). Introduction to principles of animal behavior from an evolutionary perspective concentrating on the adaptive nature of social systems. Laboratories include observations of animal behavior in the laboratory and in the field, experimental design, data analysis, and modeling of social organizations. *Prerequisite: Biology 112 or Psychology 101.* (Spring)

324 FUNCTIONAL NEUROANATOMY Ramirez
 (Cross-listed as Biology 332). Intensive readings in molecular neurobiology, neuroanatomy, neurophysiology, and/or behavior. Students: 1) make classroom presentations of critical analyses of the course readings; 2) conduct laboratory research or hospital rounds; and 3) submit an annotated bibliography and a write-up of the laboratory project or term paper. *Prerequisites: Psychology 303 (Biology 331) and the permission of the instructor.* (Spring)

330-349 TUTORIAL Staff
 Intensive readings in a specific area of study under the direction and supervision of a faculty member who reviews and approves the topic of research. Students submit a written plan of study to the supervising faculty member prior to the close of Drop/Add in the semester of registration. Open ordinarily only to advanced majors in psychology. *Prerequisite: Permission of the instructor.* (Fall and Spring)

350-380 ADVANCED SEMINARS IN EXPERIMENTAL PSYCHOLOGY Staff
 Topics announced in advance of registration. Recent seminars include: Behavioral Medicine and Health Psychology, Children and Television, Clinical Psychopharmacology, High Performance Organizations, Selection and Training in Organizations, Gender and Identity, Reminiscence, Behavioral Neuroscience, Clinical Neuroscience. *Prerequisite: Consent of instructor usually required.* (Fall and Spring)

400 SENIOR THESIS Staff
 Empirical study, designed and conducted by the student, supervised by a faculty member, and reported in writing according to the form approved in the Publication Manual of the American Psychological Association. prerequisites: Permission of the instructor and consent of an additional faculty member who serves on the student's thesis committee. For further details, see the department Web page. (Fall and Spring)

401 ISSUES IN PSYCHOLOGY Multhaup, Tonidandel
 Central issues in psychology which cut across previous course boundaries. Specific topics vary year by year. The course begins with a review of major approaches to psychology (e.g., Behaviorist, Biological, Cognitive Evolutionary, Humanist, Psychoanalytic) and ethical principles that apply to a variety of situations that psychologists face. *Limited to seniors except by permission of the department.* (Spring)

402 HISTORY AND SYSTEMS IN PSYCHOLOGY

Munger

Development of psychological thought in the Western world and emergence of psychology as a scientific discipline. Course begins with ancient Greek philosophers and works through philosophical writings that led to psychology, explores the founding of psychology as a scientific discipline in the late 19th century, and follows its development in the 20th century. Readings include primary sources. *Limited to seniors except by permission of the department.* (Not offered 2006-07)

PSY/EDU 241 CHILD DEVELOPMENT

Ault

(Cross-listed as Education 241). Individual development of normal children with emphasis on learning, social and emotional development, cognitive and language development. Special study of behavioral, social learning, and cognitive theories of development. Includes observations at local day-care centers. *Prerequisite: Psychology 101.* (Not offered 2006-07)

RELIGION

Professors: W.T. Foley, Lustig, Mahony, Plank (Chair)

Associate Professor: Poland, Snyder (On leave, Fall)

Assistant Professors: Lee, Wills

Adjunct Assistant Professor: Beach-Verhey

Core Requirements: All courses may be counted toward the fulfillment of the core requirement; the department recommends that the first course be from 100 or 200 level courses.

Cultural Diversity Requirement: Religion 170, 244, 255, 270, 271, 272, 280, 285, 370, 380, and 381 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in religion (Humanities counts as one course). Courses must include at least five courses at the 300- or 400-level, two seminars, 401, one course in a non-Christian tradition, and one course from each of the following groups:

1. Religion: 130, 222, 223, 230, 231, 232, 320, 321, 333;
2. Religion: 140, 160, 170, 242, 255, 260, 261, 262, 270, 271, 272, 275, 280, 285, 340, 341, 347, 361, 362, 363, 370, 380, 381;
3. Religion: 141, 142, 150, 155, 244, 245, 247, 248, 250, 251, 256, 257, 263, 284, 343, 344, 345, 346, 348, 349, 350, 355, 360, 365.

Minor Requirements: Six courses, at least four of which must be above the 100-level. These courses must include either one 300-level course and a seminar or two seminars. In addition, they must meet the same distribution requirements as applied to the major; i.e., one course from each of the three specified categories.

Honors Requirements: A minimum of 3.2 GPA overall, and 3.5 in the department; completion of senior thesis of honors quality, with oral examination; and the recommendation of the department. For admission into the honors program, consult with the department.

100W (Comp) First-Year Writing Seminars In Religion

Staff

Writing-intensive study of various topics within the field of religious studies. Open only to first-year students; successful completion earns composition as well as religion core credit.

Seminar Sections:

100W (FO) Religion in the Movies (Fall)

100W (PO) Religion and Food (Not offered 2006-07)

Poland

130 INTRODUCTION TO THE NEW TESTAMENT

Snyder

Critical and interpretive study of the history, literature, and beliefs of the early Christian movement. Not open to juniors or seniors until Drop/Add or to students who have taken Religion 230 or 231. (Fall)

140 SIN AND REDEMPTION IN CHRISTIAN THOUGHT

Foley

An examination of how selected Christian authors from the ancient medieval Reformation and modern periods viewed the human dilemma and its divine resolution. Not open to juniors or seniors until Drop/Add. (Spring)

141 INTRODUCTION TO THEOLOGY

Poland

Reflection on fundamental concepts and issues such as creationGod, human nature, faith, evil, salvation. Not open to juniors or seniors until Drop/Add. (Spring)

142 AUTOBIOGRAPHY AND RELIGION

Wills

Introduction to the study of religion through close readings of selected religious autobiographies and investigations of their historical and biographical contexts. Readings may change from year to year. Not open to juniors or seniors until Drop/Add. (Not offered 2006-07)

150 Introduction To Theological Ethics

Beach-Verhey

An introduction to fundamental questions and methods of ethical inquiry and theological thinking on the moral life. Not open to juniors or seniors until Drop/Add. (Not offered 2006-07)

155 BASIC ISSUES IN RELIGION AND SCIENCE

Lustig

An examination of several proposed models of the relations between religion and science (conflict, contrast, convergence, confirmation). Analysis of challenges that modern physical and biological science pose to traditional understandings of creation, redemption, and divine purpose. Not open to juniors or seniors until Drop/Add. (Spring)

170 THE SACRED QUEST IN COMPARATIVE PERSPECTIVE

Mahony

Introductory considerations of the human search for meaning as reflected in religious expressions from Eastern and Western cultures. Particular attention is given to the role of the mythological imagination the performance of ritual theological reflection and philosophical inquiry in the realization of personal and communal identity. Not open to juniors or seniors until Drop/Add. (Fall)

222 TRAGEDY AND COMEDY IN BIBLICAL NARRATIVE

Plank

A study of the tragic and comic dimensions of biblical literature. Special attention will be given to the sagas of Saul and David and to the books of Ruth, Jonah, and Esther utilizing literary intertextual and midrashic perspectives. (Spring)

223 WISDOM LITERATURE

Plank

Israelite, Jewish, and early Christian wisdom writings. Particular attention to the sage's search for meaning the problem of unjust suffering the life of blessing or virtue and the significance of Creation. (Not offered 2006-07)

230 JESUS AND HIS INTERPRETERS

Snyder

Representations of Jesus in the New Testament literature and in selected non-canonical works with an emphasis on the diverse views of Jesus held by early Christians. The course concludes with selected forays into representations of Jesus in the visual arts and film. (Spring)

231 THE LETTERS AND THOUGHT OF THE APOSTLE PAUL

Snyder

Paul and his letters set in their Greco-Roman context with special attention to the social historical and religious environment in which Paul worked. Reflection on themes such as grace and law as they appear in later literature and culture. (Not offered 2006-07)

232 PARABLES IN THE JEWISH AND CHRISTIAN TRADITIONS

Plank

Selected parables in the Jewish and Christian traditions including parables of Jesus, the Rabbis, the Hasidim, Kierkegaard, and Kafka. Emphasis on the religious significance of narrative. (Not offered 2006-07)

242 THE RISE OF CHRISTIANITY

Foley

The theological and historical development of the early church from the New Testament period to the Council of Chalcedon (451 C.E.) with a focus upon early controversies as revealed through primary sources. (Not offered 2006-07)

244 MODERN JEWISH LITERATURE

Plank

Modern Jewish fiction, poetry, and literary theory with particular focus on modern Midrash and the significance of writing as a religious act. Selected texts from Yiddish, Euro-American, and Israeli literature include writings of I.L. Peretz, Sholem Aleichem, I.B. Singer Cynthia Ozick, Amos Oz, and Dan Pagis. (Spring)

245 MODERN CHRISTIAN THOUGHT

Poland

Major theological movements and figures within the Christian tradition from the Enlightenment. (Spring)

247 FOOD IN RELIGIOUS PERSPECTIVE

Poland

Examines food practices in various religious traditions; explores contemporary ethical dilemmas concerning what we eat. (Spring)

248 CHRISTIANITY AND NATURE

Poland

An exploration of Christian attitudes toward nature and toward non-human animals as displayed in scripture and tradition. (Not offered 2006-07)

250 STUDIES IN THEOLOGICAL ETHICS

Beach-Verhey

A focused study of a given ethical issue and its theological significance. Topics to be studied may include medical ethics justice and poverty war and peace the meaning of virtue civil rights etc. Topic for 2005: "Theological Responses to American Culture. (Fall)

251 GOD AND MAMMON: CHRISTIAN REFLECTION ON ECONOMIC LIFE

Beach-Verhey

A study of the history of Christian reflection on economic life in the light of the contemporary context. Attention will be given to the historic relationship between Protestant Christianity and capitalism and to theological notions such as vocation distributive justice and environmentalism. (Not offered 2006-07)

255 VIRTUE ETHICS

Lee

Selected readings from Aristotle, Aquinas, Mencius, and Xunzi. Issues examined will include the role of virtues and vices the viability of cross-cultural comparison and the honor code. (Spring)

256 RELIGION, ETHICS, AND MEDICINE

Lustig

An introduction of basic themes method and issues in religious bioethics. Exploration of ways that religious perspectives differ from complement or converge with secular approaches. (Fall)

257 DEATH, DYING AND THE AFTERLIFE

Lustig

This course explores religious, ethical, psychological, and cultural dimensions of dying, death, and the afterlife. It considers a range of topics including scientific and religious perspectives on embodiment within the context of dying and death; varying definitions of death; and the ritual meanings associated with death.

260 RELIGION IN AMERICA

Will

Historical survey of the American religious experience from colonial times to the present. (Fall)

261 AFRICAN AMERICAN RELIGIOUS TRADITIONS

Wills

The course explores the varied religious experiences of African Americans from pre-slavery through the Civil Rights movement. (Spring)

263 ENGLISH RELIGION

Foley

The course is a survey of English religion from the English Reformation to Catholic Emancipation, drawing on primary sources to examine such religious developments as Puritanism, the dissenting traditions, Anglicanism, Latitudinarianism, and Methodism.

270 CLASSICAL HINDUISM

Mahony

Historical thematic and theological consideration of selected aspects of classical Hinduism. Topics include concepts of divinity the place in religious life of sacred narrative and ritual the religious significance of the intellect and emotions devotional sensibilities the value and role of meditation and ethical views. (Fall)

271 CLASSICAL BUDDHISM

Mahony

Historical and thematic study of Buddhist thought and practice in representative Asian cultures. Topics include the nature of Gautama Buddha's enlightenment sectarian and philosophical developments cultural values psychological insights contemplative practices and ethical views. (Spring)

272 CLASSICAL ISLAM

Mahony

Theological and cultural study of Islamic history and religious expressions. Topics include the life of Muhammad, teachings of the Qur'an, developments in Islamic sectarianism, religious law and ethics, contemplative and ritual practices, and aesthetic values and expressions. Emphasis is on Islam before the rise of European colonialism yet considerable attention is also given to Islam in the contemporary world. (Fall)

275 JEWISH RELIGIOUS LIFE

Plank

Historical, thematic, and semiotic study of Jewish religious practice. Special attention given to liturgy, prayer, ritual, and domestic piety. (Not offered 2006-07)

280 ANCIENT CHINESE RELIGION

Lee

An introduction to pre-Buddhist Chinese belief through primary texts in translation. The course will focus on popular religious practices conceptions of what constitutes a good life and the relationship between the individual and the state. (Fall)

320 THE GENESIS NARRATIVE

Plank

A literary study of the book of Genesis appropriating midrashic, intertextual, and post-modern strategies of interpretation.

321 THE EXODUS TRADITION

Plank

A literary study of the book of Exodus and its appropriations in biblical literature, midrash, Jewish, and Christian ritual and Holocaust iconography. Use of literary, midrashic, intertextual, and post-modern strategies of interpretation. (Not offered 2006-07)

333 REVELATION AND THE APOCALYPTIC IMAGINATION

Snyder

The ancient near eastern context for apocalyptic literature in canonical and non-canonical literature such as Enoch and the Dead Sea Scrolls. Close attention to the Book of Revelation and its modern (mis)interpretations. (Not offered 2006-07)

340 MESSIAHS, MARTYRS AND VIRGINS

Foley

An examination of early Christian debates over what it means to live and die as Christ did. (Not offered 2006-07)

341 RELIGIONS OF THE ROMAN EMPIRE

Snyder

(Cross-listed as Classics 378). A survey of religious practices and beliefs in the Roman Empire; emperor, cult, mystery religions, Judaism, and Christianity as seen from the Roman perspective, magic, astrology, attention to material evidence in addition to literary remains. (Spring)

343 MODERN AND POSTMODERN THEOLOGIES

Poland

Major theological movements and figures with the Christian traditions during the 20th and 21st centuries. Sequel to Religion 245 Modern Christian Thought. *Prerequisites: Either REL 141 or REL 245.* (Not offered 2006-07)

344 MODERN CRITICS OF RELIGION

Poland

Nineteenth- and early twentieth-century critiques of religion. Figures studied may vary from year to year but may include Nietzsche, Freud, and Marx among others. Not open to first- and second-year students until Drop/Add. (Not offered 2006-07)

346 MODERN JEWISH THOUGHT

Plank

Selected Jewish thinkers and their negotiation of the issues of tradition and modernity from the Enlightenment to the post-holocaust period. Attention to figures such as Mendelssohn, Buber, Rosenzweig, Heschel, Fackenheim, and Levinas. (Not offered 2006-07)

347 CHRISTIAN LATIN WRITERS

Foley

(Cross-listed as Latin 377). Readings and research on selected Christian Latin authors from 200 to 600 including Tertullian, Cyprian, Ambrose, Jerome, Augustine, and Gregory the Great. *Prerequisite: Latin 201.* (Spring)

348 THEORIES OF RELIGION

Lee

Critical examination of the methods disciplines and theories employed in the academic study of religion ranging from seminal works in the field to studies currently at the center of several ideological debates. (Not offered 2005-06)

349 RELIGION AND THE EMOTIONS

Lee

Study of a range of religious thinkers, philosophers, and psychoanalysts on such emotions as guilt, anxiety, anger, love, gratitude, melancholy, shame, and resentment.

355 WOMAN AND THE BODY IN THE CHRISTIAN TRADITION

Poland

A study of Christian attitudes toward gender and the human body as reflected in scripture, doctrine, and practice. Not open to first- and second-year students until Drop/Add. (Not offered 2006-07)

360 AMERICAN CIVIL RELIGION

Wills

Examination of the many ways that the United States serves as a focus for religious energies—for rituals creeds and myths that organize our lives and explain us to ourselves as a national community. Topics may include landscape, family, education, holidays, and electoral politics as civil religious institutions. (Not offered 2006-07)

361 RELIGION IN THE AMERICAN SOUTH

Wills

A study of the nature and significance of religion as a part of life in the American South both historically and in the contemporary setting. Attention is given to key personalities and events as well as denominations and sectarian movements of significance in southern culture. (Not offered 2006-07)

363 SCRIPT AND SCRIPTURE

Snyder

Treatment of orality and literacy with implications for the formation of written scriptures. History of the Bible and its influence on textuality in western culture. The place of written scripture in Judaism and Islam. (Not offered 2006-07)

365 WOMEN IN AMERICAN RELIGION

Wills

Using biographies and autobiographies of women from various periods and traditions of American religion this course will explore women's roles in those traditions and the conventions through which those women have been portrayed. (Not offered 2006-07)

370 ASIAN MEDITATION TEXTS

Mahony

A study of the religious significance ideals and practice of meditation in selected Buddhist and Hindu traditions. Readings center on translations of primary texts but also include pertinent indigenous commentaries and modern interpretive works. (Spring)

380 (180) Japanese Buddhism

Lee

An historical introduction to the major texts figures and schools of Buddhism in Japan with particular emphasis on the Pure Land Buddhism Esoterica Buddhism and Zen Buddhism. Beyond textual study the course will also examine the rituals mystical techniques and devotional practices which have defined the character of Japanese Buddhist schools. (Spring)

381 (281) CHINESE BUDDHISM

Lee

An historical survey of the major forms of Buddhism which developed in China from the beginning of the Common Era to the "Golden Age" of Chinese Buddhism during the Tang and Song Dynasties to its eventual decline. (Not offered 2006-07)

395, 396 INDEPENDENT STUDY

Staff

Admission by consent of the instructor; use 396 for second Independent Study. Independent study under the direction and supervision of a faculty member who reviews and approves the topics of study and determines the means of evaluation. (Fall and Spring)

401 SENIOR COLLOQUIUM

Plank

Required of all senior majors. Explores issues within the study of religion and discusses strategies for research. Each student will complete a thesis directed by an appropriate department member. (Fall)

410-419 SEMINARS IN THEORY AND METHODOLOGY

411 RELIGION AND RITUAL (Spring)

Lee

420 439 SEMINARS IN BIBLICAL STUDIES

440 459 SEMINARS IN THEOLOGY AND ETHICS

450 CATHOLIC SOCIAL TEACHING (Fall)

Lustig

452 HERETICS AND OTHER CHRISTIANS (Fall)

Snyder

460-489 SEMINARS IN THE HISTORY OF RELIGIOUS TRADITIONS

465 MORMONS IN AMERICA (Spring)

Wills

498 HONOR THESIS

Staff

Research paper on some aspect of religious studies. For senior majors approved by the department. See thesis instruction sheet for details.

RUSSIAN

See Department of German/Russian

SELF-INSTRUCTIONAL LANGUAGES

Associate Professor: Kruger (French), Director (Abroad 2006-07)

Visiting Professor: Buckley (French), Acting Director 2006-07

Degree Requirements in Foreign Language and for Cultural Diversity:

Please note that the program requires the payment of an additional fee (\$105) for each course enrollment.

Highly motivated students with a demonstrated aptitude for language learning may apply for small group instruction in languages not taught in the classroom at Davidson. Students enrolled in the Self-Instructional Language Program (SILP) may not use these courses to satisfy the college's language or cultural diversity requirement. Most students do not begin study in SILP until their second year, after they have successfully completed their foreign language requirement. A minimum G.P.A. of 2.5 is required. Auditing is normally not permitted in SILP courses.

Davidson College adheres to the standards established by the National Association of Self-Instructional Language Programs (NASILP). Each offering is an intensive audio-lingual course utilizing recommended self-instructional materials in combination with regular sessions with a native speaker. Emphasis is placed on the spoken language, although additional skills are also developed. Students spend three hours per week with the drill leader/conversation partner in anticipation of a final examination conducted by a specialist who is usually invited from another institution. The results of the final examination serve as the basis for the course grade. **Please note that the Pass/Fail option is not available for SILP courses.**

Since SILP courses can only be offered when there is sufficient demand and when a qualified native speaker is available, students are required to obtain permission from the director each semester that they are in the program. Interested students should contact the director as much in advance as possible and submit an application as well as a letter of recommendation from a Davidson language faculty member. Once they have received permission, they may include their request for a SIL course on the Web tree during the course selection period. The director is under no obligation to arrange instruction for students who apply once the semester has begun.

Davidson seeks to provide self-instructional learning opportunities in languages where study will complement course work in the existing academic program. Students wishing to learn a less commonly taught language not found on the list below are invited to contact the SILP director well in advance of the new semester. Requests for other languages will be considered on a case-by-case basis.

101, 102, 103 Beginning, Continuing, Intermediate Arabic

115, 116 Beginning, Continuing Italian

125 Beginning Korean

171, 172 Beginning, Continuing Hindi

181, 182 Beginning, Continuing Swahili

185, 186 Beginning, Continuing Japanese

SOCIOLOGY

Professor: Sabaratnam

Associate Professors: Ruth, Kaufman (Chair)

Assistant Professor: Marti

Core Requirements: Any course in sociology numbered under 370, other than Sociology 260, may be counted toward fulfillment of the core requirements for the social sciences. However, first-year students are encouraged to take 100- and 200-level courses rather than more advanced courses.

Cultural Diversity Requirement: Soc. 205, 305, and 347 are options for the requirement.

Major Requirements: Ten courses, including Sociology 101, 260, 370, 371 and 499, and five other courses (one numbered 200 or above, two numbered 300 or above, and two at any level). No more than two independent research courses may count toward the major.

No required courses (101, 260, 370, 399, or 499) may be taken pass/fail by a major in the discipline.

Honors Requirements: A major desiring to become a candidate for honors in sociology must apply in writing to the department at the beginning of the fall semester of the senior year. Applicants must have an overall GPA of 3.2 and a GPA of 3.5 in all course work taken in the major. In order to receive honors, a student must, in addition to maintaining this level of performance, receive a grade of at least A- on the Senior Thesis (499) as well as departmental recommendation.

101 Introductory Sociology

Staff

Introduction to the scientific study of human social interaction with particular focus on the mutual influences between individuals and the groups to which they belong; the basic theories, concepts and techniques used by sociologists in their research. Not open to seniors. (Fall)

205 Racial And Ethnic Relations

Marti

Comparative and historical study of social processes related to racial and ethnic differences in modern complex societies. Readings in theoretical and descriptive literature, focusing on issues of unequal distribution of power and privilege, racism, and ethnic prejudice. (Fall)

212 Deviance And Social Control

Ruth

Sociological theories and research concerned with the definition and characteristics of behaviors which do not conform to moral and legal codes in society. Ways in which societies attempt to control and sanction such behavior. (Spring)

217 Gender And Society

Staff

The course introduces a critical approach to examining the social construction of gender. It explores several different perspectives on gender inequality and the role of social institutions such as family, education, economy, and media in creating the experience of gender in society. (Fall)

219 Sociological Criminology

Ruth

Analysis of social and legal aspects of crime, perspectives on causation, and consequences of variable social reactions to crime. Examination of research pertaining to crime and crime statistics; and modern trends in criminal law, law enforcement administration, and corrections. Not open to seniors. (Fall)

230 Sociology Of Work

Staff

This course provides a survey of work organizations, labor processes, labor markets, and employment stratification. Diverse organizational structures ranging from subsistence farming to the Total Quality Management structure common to Japanese firms are examined.

231 Organizations In Society

Marti

This course examines types of organizational structures from large corporations to small entrepreneurial enterprises to social justice organizations. Factors that influence organizational decision-making including the role of profit, corporate accountability, social justice motives, and entrepreneurial determination are explored. (Spring)

245 The Family in Comparative Perspective

Sabaratanam

Introduction to the sociology of the family in various Western and non-Western societies. Impact of industrialization, the market, colonialism, migration, and revolution on families in such contexts as pre-industrial Europe, India, and China.

246 American Families

Staff

Introduction to families in the USA. Dating, cohabitation, civil unions, marriage, divorce, remarriage, intergenerational relationships, domestic violence, and family policy are explored. Attention is given to gender, race, and class differences.

250 Social Stratification

Sabaratanam

Theories and comparative examples of the unequal distribution of social resources and the consequences of inequality for social life. Analysis of class structure, social mobility, and social programs to reduce inequality in the United States. Examination of stratification in economically developed socialist and welfare societies, in South Africa, and in such Third World societies as India and Brazil.

260 Social Statistics

Hamilton

Introduction to the application of quantitative analysis in sociology and other social sciences. Topics include descriptive measures, hypothesis testing, analysis of variance, chi-square, correlation, and regression. Computer applications through the use of SPSS. Permission of the instructor. (Spring)

305 Ethnic Relations In Comparative Perspective

Sabaratanam

A comparative and historical study of ethnic relations in contexts outside the United States. Theories of ethnic relations, historical documents, case studies, and other descriptive and analytical literature on the topic are examined. (Spring)

310 Gender, Race, And Sports

Kaufman

This course examines the interrelations among gender, race, and sports. The construction of racial and gender identities through sports, the influence of youth sports on children's socialization, sports in educational settings, and media images of female and minority athletes will be examined.

319 Penology And Criminal Justice

Ruth

Corrections focusing upon penology and criminal justice. Includes a pre-term orientation period, outside lectures and briefings with speakers from corrections and law enforcement administration, field trips to several correctional facilities and a semester-long on-site field experience with officers and inmates at an area correctional unit. Prerequisites: Preregistration interview, and permission of the instructor. (Spring)

320 Sociology Of Religion

Marti

The sociology of religion pursues an understanding of both the “social-ness” of religion itself and the mutually influencing interactions between religion and its social environment. Students will analyze religious beliefs, practices, and organizations from a sociological perspective, with a primary focus on religion in contemporary American society. (Not Taught 2005-2006)

347 Sociology of Development

This course explores the dynamics, processes, and effects of development.. Issues of development, along with local and global responses to development are examined. Inequalities based on nation-state differences and gendered economic divisions are analyzed. *Prerequisites: Recommended for Junior and Seniors. Permission from instructor.* (Spring)

360 Medical Sociology

Ruth

Sociological factors of health and illness, social organization of modern medicine, sociological analysis of the role and status of medical and paramedical personnel in this country, and the social differences in the acquisition of medical aid and in the reaction to medical treatment. Recommended for junior and senior premedical students. Not open to first-year students. (Fall)

370 Theory In Sociology

Marti

Intellectual controversies that have stimulated efforts to develop scientific theories of society and social interaction. Writings of major sociological thinkers. *Prerequisite: Sociology 101 or permission of the instructor.* (Fall)

380–385 Junior Seminars In Sociology

Staff

Topics announced in advance. Not open to first-year students.

395/495 Independent Research In Sociology

Staff

Independent research under the direction of a faculty member who reviews and approves the topic(s) of the research and determines the means of evaluation.

Prerequisites: Sophomore, junior or senior standing, two courses in sociology, and permission of the instructor. (Fall and Spring)

399 Methods In Social Research

Sabaratnam

Techniques in qualitative and quantitative sociological research, analyzing and interpreting data, and evaluating research methods. *Prerequisite: Sociology 101.* (Fall)

410–20 Advanced Seminars In Sociology

Staff

Topics announced in advance. *Prerequisites: Junior or senior standing and permission of the instructor.*

499 Senior Thesis

Marti

Literature Review, Research Design and Proposal of the senior thesis, oral defense of thesis. Required of all senior majors. (Spring)

SOUTH ASIAN STUDIES

Professor: Thomas (History, Director)

Affiliated Professors: Appleyard (Economics), Berkey (History), Hess (Economics), Mahony (Religion), Martin (Economics), Sabaratnam (Sociology)

Affiliated Associate Professor: Stasack (Music)

South Asian Studies (SOU) is an interdisciplinary program focusing on an important region of the nonwestern world: Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. The program's

courses provide opportunities for students to explore the arts, history, languages, religions, and social structures of a culture other than their own.

Davidson College conducts a Semester-in-India program in the fall semester of even numbered years, which combines a period of residence in Chennai and a time of travel/study to major archaeological and historical sites in India. Participating students may earn four Davidson College course credits. Three courses will be taught by Indian scholars and/or by experts in their respective fields. Davidson College's resident director of the program will teach the fourth course. A more detailed description is given in the Educational Programs section; details are also available from the Office of Study Abroad

Cultural Diversity Requirement: South Asian Studies (SOU) 310, 354, and 385 fulfill the cultural diversity requirement.

Other courses which cross the curriculum and are included in the South Asian Studies program are as follows:

- ART 102 SURVEY OF ASIAN ART Credits: 1
- ART 228 ISLAMIC ART Credits: 1
- ECO 281 ENVIRONMENTAL AND NATURAL RESOURCE POLICY IN INDIA Credits: 1
- HIS 171 INDIA Credits: 1
- HIS 381 ASIA AND WESTERN DOMINANCE Credits: 1
- HIS 471 GANDHI Credits: 1
- MUS 242 MUSIC OF ASIA Credits: 1
- REL 270 CLASSICAL HINDUISM Credits: 1
- REL 271 CLASSICAL BUDDHISM Credits: 1
- REL 272 CLASSICAL ISLAM Credits: 1
- REL 370 ASIAN MEDITATION Texts Credits: 1
- SIL 171 BEGINNING HINDI Credits: 1
- SIL 172 CONTINUING HINDI Credits: 1
- SOU 310 INDIA: PAST AND PRESENT Credits: 1
- SOU 312 TUTORIAL IN SOUTH ASIAN STUDIES Credits: 1
- SOU 385 PUBLIC HEALTH IN INDIA Credits: 1

Check the respective departmental listings for availability of courses, prerequisites, and details.

310 INDIA: PAST AND PRESENT

Staff

Specially designed lecture course dealing with Indian cultural traditions and their current expressions in Indian philosophy; art; religious movements; and political, social, and economic systems. Offered as part of the Semester-in-India program.

312 Tutorial In South Asian Studies

Staff

Permission of the instructor who will approve the topic, supervise the study program, and evaluate the student's work, is required.

385 Public Health In India

Staff

A series of lectures on various aspects of public health in India delivered by scholars and medical professionals. Field trips relating to the lectures will be part of this course. Offered in India as part of the Semester-in-India program.

396-399 Independent Study

Staff

Study under the supervision of the Program Director who approves the topic of study. Paper required. *Prerequisite: Permission of the instructor is required.*

SPANISH

Professors: Hernández-Chioldes (Chair), Maiz-Peña, Peña (On leave, Spring), Vásquez

Assistant Professors: Kietrys, Rivera (On leave, Spring), Sánchez-Sánchez, Willis

Visiting Assistant Professors: R. Martin, Santamaria

Core Requirements: Any one of the following courses meets the literature requirement for the degree: Spanish 241, 242, 243, 244, 320, 321, 322, 330, 331, 340, 341, 343, 344, 346, 347, 349, 350, 352, 374, 375.

Foreign Language Requirement: Completion of Spanish 201 meets the foreign language proficiency required for the degree.

Cultural Diversity Requirement: Spanish 241, 244, 270, 340, 341, 343, 344, 347, 352, 374, and 375 are options for fulfilling the cultural diversity requirement.

Placement of First-year Students: Students who have taken Spanish in high school and who want to take Spanish courses at Davidson must take a placement test before the beginning of the academic year. Please contact the chair of the Spanish Department.

Major Requirements: Ten courses above Spanish 201, conducted in Spanish, including Spanish 490 and 491 and a minimum of one course from each of the following areas:

Area I: Literature and Culture of Spain prior to 1700 (320, 321, 322, 329);

Area II: Literature and Culture of Spain since 1700 (330, 331, 339, 350);

Area III: Civilization of Spain and Latin America Civilization of Spain and Latin America (347, 352, 353, 361, 362, 369, 374, 394);

Area IV: Literature and Culture of Latin America Prior to 1900 (340, 349);

Area V: Literature and Culture of Latin America Since 1900 (341, 343, 346, 375).

Courses taken in the Davidson College program in Cádiz, may satisfy one or several of the departmental area requirements. The chair of the Spanish Department determines which areas may be satisfied in this manner.

A Senior research project with an oral defense is required in the last semester of the senior year. Study in a Spanish-speaking country is strongly recommended but not required. Also recommended is at least a minimum knowledge of a second foreign language.

Courses to be counted toward the major may not be taken pass/fail.

Minor Requirements: Six courses conducted in Spanish above Spanish 201 or 203, at least three in residence at Davidson College. Two courses may be at the 200-level. At least four courses must be at the 300-level or above. The department may also require Spanish 303–Advanced Grammar and Composition as one of the four upper-level courses, depending on the student's language proficiency. Courses to be counted toward the minor may not be taken pass/fail.

Honors Requirements: Twelve courses are required for departmental honors. In addition to the major requirements, two other courses (Spanish 498, 499) are devoted to research and writing of the honors thesis. An oral examination is administered at the completion of the thesis and covers the thesis, its period, and/or the genre of its subject.

Study Abroad: With specific approval of the department chair, up to three transferred courses for one semester or five transferred courses for the academic year may be applied to the Spanish major or minor. No more than three such courses may apply toward the minor in Spanish, no more than five toward the major in Spanish.

Service Learning: Several departmental courses offer the opportunity for service learning. Some may require this component.

101 ELEMENTARY SPANISH I

Staff

An introduction to speaking, understanding, reading, and writing Spanish. Requires practice sessions twice a week and possible work through the Language Resource Center.

102 ELEMENTARY SPANISH II

Staff

Development of further skills in speaking understanding reading and writing Spanish through a review of grammar and readings in the literature and culture of Spain and/or Latin America. Requires practice sessions twice a week and work through the Language Resource Center. *Prerequisite:* Spanish 101 or its equivalent.

103 INTENSIVE ELEMENTARY SPANISH

Staff

Intensive introductory course equivalent to Spanish 101 and 102. Meets six class-hours per week plus four hours weekly with an assistant teacher. Completes two semesters of Spanish in one semester. Counts as two courses.

201 INTERMEDIATE SPANISH

Staff

Extensive reading and discussion in Spanish of texts of moderate difficulty in the culture and literature of Spain and Latin America; grammar study; extensive conversation practice. A combination among conversation sessions work through the Language Resource Center and service learning is required. Meets the degree requirement for proficiency in foreign language. *Prerequisite:* Spanish 102 or its equivalent.

203 ADVANCED INTERMEDIATE SPANISH ABROAD

Staff

(Summer in Spain Program) Course complements Spanish 201 placing special emphasis on cultural and artistic subjects to help students integrate into contemporary Spanish society. *Prerequisites:* Spanish 102 and concurrent enrollment in Spanish 201.

219 INDEPENDENT STUDY: LANGUAGE AND LINGUISTICS

Staff

Study under the direction and supervision of a faculty member who approves the topic(s) and determines the means of evaluation.

241 LATIN AMERICAN LITERATURE IN TRANSLATION

Hernández-Chioldes

Selected works of Latin American literature in English translation. Readings and class discussions are in English.

244 U.S. LATINO LITERATURE IN ENGLISH

Vásquez

Reading and discussion of a variety of texts to develop a general idea of the complex experience of people of Latin American background living in the United States. Readings and instruction in English.

260 CONVERSATION AND COMPOSITION

Staff

Training and practice to develop fluency, accuracy, and expressiveness in oral and written communication. Requires conversation session once a week. Strongly recommended for students planning to study abroad. The department recommends that this course be taken before 270. *Prerequisite:* Spanish 201 or its equivalent. (Fall and Spring)

270 INTRODUCTION TO HISPANIC LITERATURE AND CULTURE

Staff

Reading and discussion of works by Spanish and Latin American writers. Introduction to cultural, historical, and textual analysis of Hispanic literature and culture. Conducted in Spanish. *Prerequisite:* Spanish 260 or its equivalent. (Fall and Spring)

302 ADVANCED GRAMMAR

Staff

Problems in Spanish grammar and idiom-building, particularly those faced by English-speaking people; problems of translation; an overview of Spanish phonetics; and a brief study of the evolution of the Spanish language. Conducted in Spanish. *Prerequisite: Spanish 260 (270 is eliminated) or its equivalent.*

303 ADVANCED GRAMMAR AND COMPOSITION

Staff

Review, expansion, and fine-tuning of grammatical knowledge; building and use of a growing body of vocabulary and idiomatic expressions. *Prerequisite: Spanish 260 or equivalent.*

311 FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

Peña

Year-long project in teaching Spanish and Hispanic culture to children in a local elementary school. *Prerequisites: Spanish 260 and 270 or their equivalents; approval of the FLES supervisor and chair.*

320 SPANISH LITERATURE THROUGH THE GOLDEN AGE

Sánchez-Sánchez, Willis

Major works from medieval times through the seventeenth century, studied against a background of historical developments and literary currents. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

321 THEATER OF SPAIN'S GOLDEN AGE

Sánchez-Sánchez, Willis

Development of 16th- and 17th-century Spanish theater including works by Lope de Vega, Cervantes, Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

322 CERVANTES

Willis

Advanced study of Don Quijote and the literary criticism it has generated. Other works by Cervantes may be included. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

SPA 329 Independent Study: Spanish Literature Prior To 1700

Staff

Independent study under the direction and supervision of a faculty member who approves the project and determines the means of evaluation.

SPA 330. Modern Spain

Kietrys, Vásquez

Thematic introduction to the culture, literature, and fine arts of Spain since 1700. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents*

SPA 331 Twentieth Century Spain

Kietrys, Vásquez

Writers of the early decades, the Generation of 1927 and the Spanish Civil War, the Franco and democratic years, into the 1980s, 1990s, and the new century; film study and analysis of socio-historical, ideological, and cultural contexts. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

339 INDEPENDENT STUDY: SPANISH LITERATURE SINCE 1700

Staff

Independent study under the direction and supervision of a faculty member who approves the project and determines the means of evaluation. *Spanish 260 and 270 or their equivalents.*

340 LATIN AMERICAN LITERATURE

Hernández-Chioldes, Maiz-Peña, Peña, Rivera

Literature and the arts against a background of history and socio-political developments from 1492 to 1900 with a focus on major currents of thought and world views. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.* (Fall)

341 LATIN AMERICAN LITERATURE II

Hernández-Chioldes, Maiz-Peña, Peña, Rivera

Ideas, theologies, and aesthetics that have shaped modern Latin American literatures and other arts from 1900 to the present. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.* (Spring)

343 CONTEMPORARY LATIN AMERICAN NOVEL

Hernández-Chioldes, Maiz-Peña, Peña, Rivera

Most important works of major contemporary writers from Latin America studied against a background of recent history and relevant ideologies and values. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

344 LATINO CULTURE IN THE U.S.

Rivera, Vázquez

Study of the development of a distinctive Latino culture in the United States; Latino culture as a form of dialogue between the United States and Latin America. Conducted in Spanish.

346 INDEPENDENT STUDY: LATIN AMERICAN LITERATURE

Study under the direction and supervision of a faculty member who approves the topic(s) and determines the means of evaluation. *Prerequisites: Spanish 260 and 270 or their equivalents.*

349 INDEPENDENT STUDY: LATIN AMERICAN LITERATURE

Staff

Study under the direction and supervision of a faculty member who approves the topic(s) and determines the means of evaluation.

353 CONTEMPORARY SPANISH FILM

Vázquez

Spanish film from the 1960s through the 1990s and into the new century focusing on exiles from Republican Spain after the Spanish Civil War and on Spain during the years of democracy. Different themes and approaches to Spain and Western Europe in terms of national identity. Optional times to view films outside of class provided. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

355–358 SEMINAR IN SPECIAL TOPICS

Staff

An area in literature or civilization outside the content of other core courses. Subject announced in the Schedule of Classes. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

361 CIVILIZATION OF SPAIN

Kietrys, Sánchez-Sánchez, Vázquez

Independent study under the direction and supervision of a faculty member who approves the project and determines the means of evaluation. *Prerequisites: Spanish 260 and 270 or their equivalents.*

369 INDEPENDENT STUDY: HISPANIC CULTURES

Staff

Independent study under the direction and supervision of a faculty member who approves the project and determines the means of evaluation. *Prerequisites: Spanish 260 and 270 or their equivalents.*

374 CARIBBEAN PEOPLES, IDEAS, AND ART

Hernández-Chioldes, Rivera

Literatures and arts, ideas, and socio-economic structures in the Caribbean islands and rimlands (Cuba, Dominican Republic, Puerto Rico, Venezuela, Colombia, and Central America). Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

375 LATIN AMERICAN WOMEN WRITERS

Maiz-Peña

An examination of genre, gender, and representation in women's writing in Latin America from the 17th century to the present. *Prerequisites: Spanish 260 and 270 or their equivalents.*

393 ADVANCED LANGUAGE SEMINAR

Staff

(Summer in Spain Program) Advanced language and composition course. Students will take advantage of their immersion experience for their writing and discussion. *Prerequisites: Spanish 260 (or permission of the instructor) and concurrent enrollment in Spanish 394.*

394 ADVANCED SEMINAR IN SPANISH CULTURES

Staff

(Summer in Spain Program) An advanced course in Spanish culture studied through film, literature, music, and periodicals with a focus on contemporary culture. Art will be studied from a historical perspective. *Prerequisites: Spanish 260 (or permission of the instructor) and concurrent enrollment in Spanish 393.*

401-410 SEMINAR IN SPECIAL TOPICS

Staff

An area in literature or civilization outside the content of other core courses. Subject announced in the Schedule of Classes. Conducted in Spanish. *Prerequisites: Spanish 260 and 270 or their equivalents.*

429 INDEPENDENT STUDY

Staff

Special topics, themes, a genre, or a single figure in literature, history, or culture, outside the content of other courses under the direction and supervision of a faculty member who approves the topic(s) and determines the means of evaluation. Open to senior majors. *Prerequisites: Any two literature, culture, or civilization courses, or the approval of the chair and the instructor.*

490 SENIOR SEMINAR I

Staff

Intensive course in reading and discussion of theoretical, literary, critical and cultural texts, and student research centered around a theme which will vary each year. Course instruction will be shared by several faculty members. (Fall)

491 SENIOR SEMINAR II

Staff

Continuation of Spanish 490 concentrating on independent work on the final senior major paper, in consultation with one of the professors of the Spanish Department. (Spring)

498,499 SENIOR HONORS, TUTORIAL, AND THESIS

Staff

Research for and writing of the honors thesis begins in Spanish 498 (in the spring of the junior year or the fall of the senior year) and is completed in Spanish 499 during the senior year. Spanish 498 requires a thesis outline and progress reports; Spanish 499 requires an oral examination by a committee of department professors on the completed thesis.

THEATRE

Professors: Costa (Chair), Gardner

Assistant Professor: Green

Visiting Assistant Professors: Ripley, Sutch

Affiliated Faculty: Fox (English)

Core Requirements: Theatre 101, 121, 201, 221, 245, 335, 355, and 371 may be counted toward the fulfillment of the core requirement in fine arts.

Major Requirements: Ten courses as follows:

1. Theatre 121 or 201 or 221; Theatre 245, 250, 261 (English 261), 335, 355, and 371.
2. One of the following: Theatre 345, 362, 436, or 455.
3. Any additional two Theatre courses at the 300 level or above. These two courses may not include independent studies, Theatre 401 (Theatre Practicum) or 499 (Honors Thesis).

PRODUCTION REQUIREMENTS FOR MAJORS AND MINORS:

Theatre majors are required to work on three department productions for a minimum of twenty (20) hours per show in a capacity other than actor or director. One assignment must be in stage management. One assignment must be completed by the end of the junior year. A student who completes more than fifty (50) hours of work on any one production fulfills two of the three production requirements.

Theatre minors are required to work on one department production in a capacity other than actor or director for a minimum of thirty (30) hours.

Production can be in any of these roles: production stage manager, assistant stage manager, assistant to the designer, properties master, or any work approved by the department chair and the technical director.

Minor Requirements: Six courses, three of which must be taken at Davidson College, consisting of: Theatre 371; two courses from Theatre 201, 221, 245, 261 (English 261), 335, 355; three courses at the 300 level or above; and the production requirement outlined above. Courses taken Pass/Fail may not be counted toward the minor. In addition, minors are required to fulfill a production requirement as described above.

Honors Requirements: A major desiring to become a candidate for honors in theatre must apply in writing to the department at the beginning of the fall semester of the senior year. Applicants must have an overall GPA of 3.2 and a GPA of 3.5 in all course work taken in the major. To receive honors, a student must, in addition to maintaining this level of performance, receive a grade of at least A- on the honors thesis (499), and approval from the thesis committee. The honors program

is comprised of eleven courses: Theatre 499 in addition to the ten major courses required of all majors. Theatre 499 requires the writing/production and defense of a thesis before an appointed committee.

Transfer Courses: The Theatre Department accepts up to five courses from other colleges and universities as credit toward the major. In no case will the department preapprove transfer credit. To be granted transfer credits to be applied to the major, students must demonstrate to the department that courses taken elsewhere are comparable to specific Davidson courses in content, contact hours, and rigor. At the conclusion of study abroad or study at another accredited U.S. institution, students should make their requests for transfer credit toward the major to the Theatre Department chair and submit for evaluation all relevant course materials.

11 (Non-credit) Applied Theatre; first-year students only. (Fall)

12 (Non-credit) Applied Theatre, first-year students only. (Spring)

21 (Non-credit) Applied Theatre, second-year students only. (Fall)

22 (Non-credit) Applied Theatre, second-year students only. (Spring)

31 (Non-credit) Applied Theatre, third-year students only. (Fall)

32 (Non-credit) third-year students only. (Spring)

41, (Non-credit) Applied Theatre, fourth-year students only. (Fall)

42, (Non-credit) Applied Theatre, fourth-year students only. (Spring)

45 (Non-credit) Applied Theatre. Topics In Arts Management, fourth-year students only. (Fall)

46, (Non-credit) Applied Theatre. Topics In Arts Management, fourth-year students only. (Spring)

101 Introduction To Theatre Arts

Green, Ripley

Study of materials of creative expression in theatre. Lectures, readings, discussions, videos, field trips, critical writing, and laboratory work build understanding of the theatrical event and the fundamental components of stage production. (Fall and Spring)

121 Studio Theatre I

Gardner

Group study of theatre practices intended to expand the student's knowledge of presentational modes. Ensemble exercises and improvisational work contribute to the development of a performance piece which is included in the studio theatre series. (Spring)

201 Exercises In Playcrafting And Performance

Gardner

Examination and utilization of the creative elements of theatre stressing theory, script development, problem-solving, and critical analysis. Intended for the student with previous training or experience in theatre. (Fall)

221 Studio Theatre II

Gardner

Continuation of group studies and exercises from Theatre 121. Students in Theatre 221 have additional individual responsibilities in ensemble leadership, script development, and production supervision. Open to Theatre majors and students who have completed Theatre 121, 201, or 245. (Spring)

245 ACTING I

Beasley, Costa, Green, Ripley

Study and application of the psycho-physical and emotional bases of performance. Emphasis on relaxation of the actor's body, ensemble improvisation, freeing the natural voice, acting on impulse. The training will culminate in realistic scene work. (Fall and Spring)

250 Play Analysis for Production Costa
 Examination of traditional methods of play analysis and their application in the development of production plans for a wide variety of theatrical scripts. *Required of all theatre majors.* Satisfies a Core Requirement in Fine Arts and provides Major Credit in Theatre.

261 MODERN DRAMA Fox
 (Cross-listed English 261.) See English Department listing for description. (Fall)

295 INDEPENDENT STUDY Staff
 For the beginning or intermediate student with a special topic to be pursued under the direction and supervision of a faculty member. The topic of study must be reviewed and approved by the faculty member before permission is granted for enrollment. Normally, assigned work and criteria for evaluation will be clearly established by the instructor before the beginning of the semester and in all cases no later than the end of the Drop/Add period. *Prerequisite: Permission of the instructor.*

335 FUNDAMENTALS OF STAGE DESIGN Gardner
 Introduction, through exercises and projects, to the principles of designing scenery, costumes, lighting, sound, and properties for the theatre. (Fall)

345 ACTING II Costa, Ripley
 Study and application of the Stanislavsky acting process. Group and individual exercises designed to promote personalization and emotional fullness in characterization. Advanced techniques for scene and character analysis. Performances of scenes from classical realism, acting for the camera scenes, and Anton Chekhov's plays. *Not open to first-year students. Prerequisite: Theatre 245.* (Fall)

355 DIRECTING I Costa
 Fundamentals of directing for the stage, focusing on text analysis, blocking principles, the director-actor relationship, the director-designer conceptual process and scene work. *Prerequisites: Theatre 245.* (Fall)

362 COMMUNITY-BASED THEATRE FOR SOCIAL CHANGE Green
 Course investigates the potential for theatre and performance to be catalysts for social change. Focusing on Community-Based Theatre, the course explores ways in which performance has participated in struggles against oppression and has been integral to community-building. Course combines case studies from various historical and geographical contexts with practical activities. (Meets for extra hours; please consult with the instructor.)

371 WORLD THEATRE HISTORY Gardner, Green
 Study of the theory and practice of stage performance throughout the world from ancient Greece to the present. Lectures, readings and discussions, with emphasis on the Western tradition.

380–385 SPECIAL TOPICS IN THEATRE Staff
 Group study of selected theatre topics. *Prerequisite: Permission of the instructor.*

381 ADVANCED ACTING SEMINAR Staff
Prerequisite: Theatre 245.

386 VOICE AND MOVEMENT FOR ACTORS Ripley
 Foundations of vocal technique and movement analysis for the actor. Provides a working knowledge of anatomical and kinesiological principles pertinent to voice/speech production. *Prerequisite: Theatre 245.* (Spring)

390–398 INDEPENDENT STUDY Staff
 For the advanced student with a special topic to be pursued under the direction and supervision of a faculty member. The topic of study must be reviewed and approved by the faculty member before permission is granted for enrollment. Normally, assigned work and criteria for evaluation will be clearly established by the instructor before the beginning of the semester; in all cases this will occur before the end of the Drop/Add period. *Prerequisite: Permission of the instructor.*

- 390 INDEPENDENT STUDY—HISTORY AND CRITICISM Green
Topics normally involve reading assignments, research projects and papers. *Prerequisite: Permission of the instructor.*
- 391 INDEPENDENT STUDY—ADVANCED ACTING Costa
Topics normally involve role research, preparation and/or performance. *Prerequisite: Permission of the instructor.*
- 392 INDEPENDENT STUDY—ADVANCED DIRECTING Costa
Topics normally involve background research, script analysis, promptbook preparation, scene and/or play direction. *Prerequisite: Permission of the instructor.*
- 393 INDEPENDENT STUDY—ADVANCED DESIGN Gardner
Topics may concentrate on any area of theatre design, including scenery, lighting, costumes, makeup, properties or sound, and normally involve design exercises and projects. *Prerequisite: Permission of the instructor.*
- 394 INDEPENDENT STUDY—DRAMATURGY Staff
Play analysis and interpretation in a performance-related context. Topics normally involve research in analytical methodologies as well as participation in production as an assistant to a faculty or guest director. *Prerequisite: Permission of the instructor.*
- 395 INDEPENDENT STUDY—STAGE MANAGEMENT Staff
Practicum in play preparation and oversight responsibility for mainstage or studio production, including rehearsal assistance, promptbook preparation, backstage communications and performance management. *Prerequisite: Permission of the instructor.*
- 396 INDEPENDENT STUDY—PLAYWRITING Staff
Topics normally involve writing exercises and a fully-developed original play script. *Prerequisite: Permission of the instructor.*
- 397 INDEPENDENT STUDY-PRODUCTION MANAGEMENT AND ADVANCED DESIGN Staff
- 399 ADMINISTRATION OF THE NOT-FOR-PROFIT ARTS ORGANIZATION
Issues of administration, operations, evaluation, education, public cultural policies and funding as they relate to the visual and performing arts. Readings, papers, and discussions, including regular sessions with executive directors of Charlotte-Mecklenburg arts organizations. Recommended for juniors and seniors with interest in the arts, contemporary American culture, public policy, and/or relevant economic issues. (Fall of odd-numbered years.) *Prerequisite: Permission of the instructor.*
- 401 THEATRE PRACTICUM Staff
Field work and study in production, administration or dramaturgy in an off-campus program approved by the department and supervised by a department faculty member. Preparatory readings, research, and written work relevant to the area of study are required. Grading for this course is Pass/Fail. *Prerequisite: Permission of the instructor.*
- 436 LIGHTING DESIGN AND TECHNICAL PRODUCTION Gardner, Higdon
Advanced study, through exercises and projects, of the tools, principles and techniques of designing and executing stage lighting, with parallel study of related technical areas. *Prerequisite: Theatre 231.* (Not offered 2005-06.)
- 445 ACTING III Costa
Advanced study of one or more production styles involving in-depth research and resulting in class performance. An effort will be made to tailor course content to promote the individual actor's development. *Prerequisites: Theatre 245, 345 and permission of the instructor.* (Spring of even numbered alternating years.)

455 DIRECTING II

Costa

Study and employment of directing principles, culminating in presentation. Each student will direct a one-act play for the Studio Theatre Series. *Prerequisites: Theatre 355 (251) and permission of the instructor. (Not open to first-year students.) Limited to juniors and seniors only. (Spring)*

499 HONORS TUTORIAL AND THESIS

Staff

Required for graduation with honors in Theatre. For Theatre majors only with a 3.5 GPA in the theatre major and an overall GPA of 3.2. *Prerequisite: Approval of topic by October 15, 2005 by the thesis committee. (Spring)*

CONCENTRATIONS

The curriculum includes the opportunity for students to pursue a concentration as well as a major. A student may choose a concentration to complement the major, but concentrations are not required. Davidson offers concentrations in Applied Mathematics, Asian Studies, Computer Science, Education, Ethnic Studies, Film and Media Studies, Gender Studies, Genomics, International Studies, Medical Humanities, Neuroscience, and Southern Studies.

APPLIED MATHEMATICS CONCENTRATION

The Applied Mathematics Concentration offers an introduction to the process of modeling natural or social phenomena by mathematical systems. The goal of the concentration is to foster skills in the development of an appropriate variety of mathematical tools, to acquire an appreciation for the limitations of a given mathematical model and for modeling as a dynamic process, and to experience this process within a specific domain of application. The concentration has two tracks: a natural science emphasis and a social science emphasis. Either track is open to all students, regardless of major.

*Requirements:***Natural Science Track**

1. MAT 135 Calculus II: Multivariable Calculus
2. MAT 150 Linear Algebra and Mathematica with Applications
3. PHY 130, 230 - General Physics With Calculus
4. One course selected from:
 - MAT 235 - Differential Equations And Infinite Series
 - PHY 201 - Mathematical Methods For Scientists
5. One elective selected from:
 - BIO 310 - Bioinformatics (= CSC 310) Credits: 1
 - BIO 341 - Biostatistics And Experimental Design Credits: 1
 - CHE 351 - Physical Chemistry: Thermodynamics Credits: 1
 - CHE 352 - Physical Chemistry: Kinetics and Quantum Mechanics Credits: 1
 - CHE 401 - Inorganic Chemistry Credits: 1
 - CSC 200 - Computational Physics (= PHY 200) Credits: 1
 - CSC 310 - Bioinformatics (=BIO 310) Credits: 1
 - CSC 325 - Numerical Analysis Credits: 1
 - MAT 210 - Mathematical Modeling Credits: 1
 - MAT 235 - Differential Equations And Infinite Series Credits: 1
 - MAT 335 - Vector Calculus And Partial Differential Equations Credits: 1
 - PHY 200 - Computational Physics (= CSC 200) Credits: 1
 - PHY 310 - Electronics And Instrumentation Credits: 1
 - PHY 330 - Intermediate Mechanics Credits: 1
 - PHY 350 - Electricity And Magnetism Credits: 1
 - PHY 360 - Quantum Mechanics I Credits: 1
 - PHY 400 - Statistical And Thermal Physics

Social Science Track

1. MAT 135 Calculus II: Multivariable Calculus
2. One course selected from:
 - MAT 110 Applications of Finite Mathematics with Computer or
 - MAT 150 Linear Algebra and Mathematica with Applications
3. One course selected from*:
 - MAT 210 Mathematical Modeling or
 - MAT 235 Differential Equations and Infinite Series
4. One course selected from:
 - ECO 105 Statistics
 - PSY 310 Psychological Research—Design and Analysis
 - SOC 260 Social Analysis
5. Two electives selected from:
 - ECO 236 - Economics of Population
 - ECO 205 - Basic Econometrics Credits: 1
 - ECO 215 - Mathematical Economics Credits: 1
 - ECO 317 - Econometrics Credits: 1
 - ECO 319 - Game Theory And Strategic Behavior Credits: 1
 - ECO 336 - Economic Growth And Sustainable Development Credits: 1
 - ECO 338 - International Finance

A student in the social science track whose major is mathematics must include at least one elective from a department other than mathematics.

The collection of elective courses an applicant plans to use to satisfy the concentration requirements may be amended subject to the approval of the Applied Mathematics Advisory Committee. A seminar or independent study involving substantive application of mathematical techniques may satisfy an elective requirement upon the consent of the Applied Mathematics Advisory Committee.

No more than two courses from those courses which constitute a student's major may be applied toward the concentration in Applied Mathematics. With the approval of the Applied Mathematics Advisory Committee, a student may substitute an additional elective course for a required course in the student's major.

At least one elective course must be taken during or after the spring semester of the junior year. A grade of "C" or higher is required in all courses applied toward the concentration.

Application Procedure:

The Applied Mathematics Concentration is administered by the Applied Mathematics Advisory Committee. The faculty liaison is Dr. Donna K. Molinek. A student must submit a written application to the Applied Mathematics Advisory Committee by the last day of class of the spring semester of the junior year. Earlier application increases the opportunity for coherence and flexibility in planning the applicant's course of study. Appropriate progress toward satisfying the required portion of the concentration should be made by the end of the sophomore year. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the Applied Mathematics Advisory Committee.

ASIAN STUDIES CONCENTRATION

The Asian Studies Concentration provides students with a coherent, interdisciplinary introduction to the history, cultures, economics, and politics of this dynamic region. The concentration offers students a choice of three tracks: East Asian Studies, South Asian Studies, and Middle Eastern Studies. Concentrators will work with a faculty advisor to design a coherent program which may include some courses outside the chosen track.

Requirements:

Six courses distributed among at least three departments and as follows:

1. Completion of one of the following:
 - CHI 120 Introduction to Chinese Culture
 - HIS 171 India

HIS 175 Islamic Civilization and the Middle East, 600–1500

HIS 176 Islamic Civilization and the Middle East since 1500

HIS 183 East Asian History until 1600

HIS 184 East Asian History—1600 to the Present

2. Completion of five other courses in Asian Studies.

(Check with the Registrar's Office for a list of eligible courses.)

3. Study of a language appropriate to the student's chosen track.

(The language and level of competence required will depend on the student's program and on the resources available for language instruction.)

4. An international experience in Asia.

Note: A grade of "C" or higher must be earned in all graded courses applied towards the concentration. No more than two 100-level courses may be included in the concentration; no more than two of the six courses may be applied both to the concentration and to a major.

Application Procedure:

The Asian Studies concentration is administered by the Asian Studies Advisory Committee. The faculty liaison is Dr. Fugi Lozada. A student must submit a written application at the beginning of the junior year to the Asian Studies Advisory Committee. If a substitution for any of the courses is to be considered, the applicant must explain in writing the reason for the request and show how such substitutions would enhance the proposal. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the Asian Studies Advisory Committee.

COMPUTER SCIENCE CONCENTRATION

The Computer Science Concentration, jointly sponsored by the departments of Mathematics and Physics, provides a solid foundation for further study in the subject of computer science.

Six courses distributed as follows:

1. Either CSC 121 Programming and Problem Solving, or CSC 200 Computational Physics;
2. CSC 231 - Data Structures; and
3. MAT 221 - Discrete Methods
4. Two courses chosen from:

CSC 323 - Object-Oriented Programming

CSC 325 - Numerical Analysis Credits

CSC 331 - Design And Analysis Of Algorithms

PHY 310 - Electronics And Instrumentation

5. One additional course listed in Requirement 4, or one of the following courses:

CSC 310 Bioinformatics (=BIO 310)

CSC 482 Computer Science Seminar

No more than two courses from those courses which constitute a student's major may be applied toward the concentration. A grade of "C" or higher is required in all courses applied toward the concentration.

The Physics Computation Center in Dana Science Building and the Genomics, Applied Mathematics, and Computer Science laboratory in Chambers provide high-powered computing environments for students in advanced computer science courses. Students wishing to balance their academic experience in the Computer Science Concentration with more practical experience in computing are encouraged to investigate an outside internship, for example, with Davidson's Information Technology Services.

Application Procedure:

The Computer Science Concentration is administered by the Computer Science Advisory Committee. The faculty liaison is Dr. Michael Mossinghoff. A student must submit written application to the Advisory Committee by the end of the first week of classes in the fall semester of the senior year. Since some courses in the concentration have several prerequisites and some courses are offered in alternate years, early planning is advised. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Computer Science Advisory Committee.

EDUCATION CONCENTRATION

The concentration in Education prepares students to enter the field of teaching. The concentration has two tracks: 1. the traditional student-teaching (licensure) track leading to North Carolina Teaching Licensure in English, Mathematics, Science, Social Studies, Latin, French, or Spanish; and 2. the interdisciplinary track designed for students who are interested in education but not currently interested in pursuing teaching licensure—these students might be preparing for graduate school, for teaching at an independent school where licensure is not required, or for obtaining a lateral-entry position in a discipline for which Davidson does not offer licensure (e.g., Art, German, Music, Russian, Theatre).

Requirements:

Licensure Track: *Students should meet with the Chair of the Education Department during their first year to plan their schedules and discuss application procedures.*

Completion of:

1. four courses before the final semester of the senior year with a grade of "C" or higher
 - EDU 121 History Of Educational Theory And Practice
 - EDU 242 Educational Psychology And Teaching Exceptionalities
 - EDU 243 Adolescent Development (=PSY 243)
 - PSY 101 General Psychology
2. in the final semester of the senior year, complete the student-teaching block by taking courses concurrently; and
 - EDU 400 Organization for Teaching
 - EDU 410, 411 Internship in Teaching
 - EDU 420 Seminar in Secondary Education and;
3. prior to student-teaching:
 - a. achieve designated minimum scores on the Praxis 1 series or minimum scores on the SAT,
 - b. earn a minimum overall GPA of 2.5,
 - c. provide recommendations from the Dean of Students, the departmental advisor, and one other faculty member regarding the student's interest and suitability for teaching; and
 - d. be approved by the Teacher Education Committee.

Interdisciplinary Track:

Completion of six courses with a grade of "C" or higher to include:

1. EDU 121 History of Educational Theory and Practice;
2. three supporting courses from the clusters below;
3. EDU 302 Field Placement in Education in the final semester;
4. a 300- or 400-level course other than an independent study in the major that would have particular value to the candidate's teaching, with prior approval based on an essay demonstrating an intellectual link between the course and education; and
5. no more than two courses which are also part of the a student's major.

Cluster 1 (Learning, Cognition, and Development) One course selected from the list below.

- EDU 241 Child Development
- EDU 242 Educational Psychology and Teaching Exceptionalities
- EDU 243 Adolescent Development
- PSY 276 Cognitive Psychology

Cluster 2 (School and Society) *Two courses from one sub-cluster, or one course from a sub-cluster and an additional course from Cluster 1. Two different departments must be represented.*

- a. African American, Asian American, Hispanic, and Native-American Cultures
 - ENG 282 African American Literature
 - ENG 386 Native American Literature
 - HIS 302 African American History to 1887
 - HIS 303 African American History since 1887
 - HIS 350 African American Intellectual History
 - PSY 250 African American Psychology
 - SPA 244 US Latino Literature in English

- b. Communication and Language
 - COM 101 Introduction-Principles of Oral Communication
 - ENG 310 The English Language
 - ENG 343 Chaucer
 - PHI 216 Philosophy of Language
- c. Criticism and Fine Arts
 - ART 124 American Art
 - ENG 231 Young Adult Fiction
 - ENG 391 Literary Criticism
 - MUS 122 Music of the United States
- d. Diversity
 - ANT 205 Ethnic Relations
 - EDU 250 Multicultural Education
 - ENG 284 Ethnic American Literatures
 - POL 215 The Politics of Feminism
 - PSY 350-380 Advanced Seminars in Experimental Psychology
 - SOC 217 Gender and Society
- e. Social Studies
 - ANT 371 Ethnographic Writing and Research
 - ECO 101 Introduction to Economics
 - EDU 221 Contemporary Educational Theory and Practice
 - HIS 317 The European Renaissance
 - REL 260 Religion in America
 - SOC 260 Social Statistics
 - SOC 399 Methods in Social Research

Application Procedure:

The concentration in Education is administered by the Teacher Education Committee. The faculty liaison is Dr. Richard Gay. A student must submit written application to the Teacher Education Committee by the last class day of the fall semester of the junior year. The proposal must specify the courses to be used to satisfy the concentration requirements. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Teacher Education Committee.

ETHNIC STUDIES CONCENTRATION

The Ethnic Studies Concentration provides students with an understanding of the forces that have made African Americans, Native Americans, and Latinos integral, and yet distinct, groups in American society. This interdisciplinary course of study, offered by departments in the humanities and social sciences, introduces analytical skills that are required to understand the cultural, economic and political factors, both historical and modern, that have shaped these ethnic groups.

The inclusion of theories of ethnicity and race assists students in developing the critical tools necessary to understand and evaluate issues of democracy and cultural pluralism in a complex country and world. The concentration also encourages comparative study of ethnicity, thus emphasizing that the study of ethnic identity and relations is a part of understanding the human experience.

Requirements:

1. Completion of six courses to include:
 - a. ANT Ethnic Relations
SOC 205 Racial and Ethnic Relations
 - b. Three courses from one track and one course from a second track. At least two of these four courses must be at the 300 level or higher. An approved independent study course may substitute for one of these four courses.

Africana Track

- ANT 222 - African Civilizations Credits: 1
- ANT 232 - Contemporary Ghanaian Society And Culture Credits: 1

ENG 282 - African American Literature Credits: 1
 ENG 383 - Caribbean Literature Credits: 1
 FRE 361 - Francophone Africa And The Caribbean Credits: 1
 HIS 302 - African American History To 1877 Credits: 1
 HIS 303 - African American History Since 1877 Credits: 1
 HIS 350 - African American Intellectual History Credits: 1
 HIS 357 - The Civil Rights Movement In The United States Credits: 1
 HIS 440 - Slavery In The Americas Credits: 1
 HIS 451 - African American Cultural History Credits: 1
 PSY 250 - African American Psychology Credits: 1
 REL 261 African American Religious Traditions

Native American Track:

ANT 251 Mesoamerican Civilizations Credits: 1
 ANT 253 Contemporary Peoples Of Mesoamerica Credits: 1
 ANT 354 Art And Writing Of The Ancient Maya Credits: 1
 ANT 356 Art, Myth, And History Of Ancient Central Mexico Credits: 1
 ENG 286 Native American Literature Credits: 1
 HIS 441 Natives And Newcomers In Early America

Latin American Track:

MUS 241 Music Of Latin America Credits: 1
 POL 233 Politics Of The Americas Credits: 1
 POL 345 Evolution And Practice Of U.S. Policy in the Americas Credits: 1
 SPA 244 U.S. Latino Literature In English Credits: 1
 SPA 374 Caribbean Peoples, Ideas, And Arts Credits: 1
 SPA 375 Latin American Women Writers

- c. One course from among the following electives that emphasizes comparative ethnic studies or a course from one of the above tracks (provided that no more than three courses are chosen from a single track). An approved independent study course may substitute for this requirement.

Electives:

ANT 208 Early Cities And States Credits: 1
 ANT 257 The African Continuum Credits: 1
 ANT 350 Art, Society And Culture Credits: 1
 ENG 281 Literature Of The American South Credits: 1
 ENG 284 Ethnic American Literatures Credits: 1
 HIS 340 Colonial America Credits: 1
 HIS 343 The Old South Credits: 1
 HIS 344 The South Since 1865 Credits: 1
 MUS 141 World Musics Credits: 1
 SOC 245 The Family In Comparative Perspective

- d. Of the six courses applied to the concentration no more than three may also satisfy the student's academic major. The six courses must also represent no fewer than three academic disciplines.
2. An approved essay based on a first-hand experience directly related to the student's special focus—Africana, Native American, or Latino. Topics may be related to participation in an internship, field research, or international study. The essay is due to the faculty liaison no later than the fifth week of classes in the semester following the completion of the first-hand experience. Standards for the paper are established by the faculty liaison.
 3. A grade of "C" or higher is required in all courses applied toward the concentration.
 4. Only one course in any track can be taken pass/fail, and this depends on GPA.

Application Procedure:

The Ethnic Studies Concentration is administered by the Ethnic Studies Advisory Committee. The faculty liaison is Dr. Brenda A. Flanagan. Students must submit a written proposal to the Ethnic Studies faculty liaison by the last day of the fall semester of the junior year. The proposal must specify the courses to be used to satisfy the concentration requirements. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the Ethnic Studies faculty liaison.

FILM AND MEDIA STUDIES CONCENTRATION

The Film and Media Studies Concentration promotes the development of multimedia literacy among our students, providing an interdisciplinary understanding of the history, theory, language, and cultural aspects of film and other audio-visual media. Combining introductory and advanced courses in film and media studies with electives from the humanities and the social sciences, the concentration seeks to create critically sensitive readers of film and media while fostering insight into one of the principal forms of art and communication in the contemporary era. Courses incorporate aesthetic, thematic, and theoretical analysis and include a variety of national cinemas in addition to the Hollywood tradition, promoting the multicultural sensitivity essential to mature world citizenship. Experience in film or video production helps to prepare students to function more effectively and participate more actively in the ever-developing multimedia culture of the 21st century.

Some departments offer seminars or permit independent studies in film and media. Check with the faculty liaison for specific approval (prior to enrollment) to include one of these in the concentration.

Requirements:

1. Satisfactory completion of six courses to include:
 - a. CIS 220 Introduction to Film and Media Studies
 - b. CIS 421 Seminar in Film and Media Studies
 - c. Four electives selected from the following courses:
 - ANT 382 Anthropology Of Visual Culture
 - CHI 207 Engendering Chinese Cinema
 - CHI 405 Seminar: Topics In Chinese Cinema And Modern Literature
 - CIS 315 Masterpieces Of French Cinema (in English) (=FRE 365)
 - ENG 293 Film As Narrative Art
 - ENG 393 Studies In Literature And The Visual Arts
 - ENG 493 Film Art
 - FRE 365 Masterpieces Of French Cinema (in English) (=CIS 315)
 - MUS 228 Film Music
 - SPA 352 Contemporary Latin American Cinema
 - SPA 353 Contemporary Spanish Film
2. No more than two production courses may be included in the concentration.
3. Only one independent study may be included in the concentration.
4. No more than two courses in the concentration may also be in the student's major field of study.
5. No more than two courses taken away from Davidson may be counted toward the concentration.
6. A grade of "C-" or higher must be earned in all graded courses applied toward the concentration.

Application Procedure:

The Film and Media Studies Concentration is administered by the Film and Media Studies Advisory Committee. The faculty liaison is Dr. Alan Singerman. Students submit a written application to the Advisory Committee by the last day of the fall semester of the junior year. The application will specify the courses to be used to satisfy the concentration requirements. If one of the proposed electives is an independent study, the student shall provide for the Advisory Committee's approval a complete description of that course prior to the term of enrollment. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the Film and Media Studies Advisory Committee..

GENDER STUDIES CONCENTRATION

A Gender Studies Concentration offers students the opportunity to explore traditional disciplines through an interdisciplinary perspective that focuses on the significance of gender as a social construct. Students study the unique contributions of women and men to society, science,

humanities, and the arts; the importance of gender and gender roles in a variety of social and historical contexts; and new scholarly methods and theories arising from interdisciplinary study. The concentration encourages students to examine historical and contemporary representations of women and men in religion, in the arts and literature, in social and political theory, and in the sciences. It fosters scholarly investigation that recognizes gender as an empirical reality. While the immediate goal of Gender Studies is to stimulate intellectual curiosity and to provide new strategies for investigation, the long-term goal is to help Davidson men and women function freely and fairly in the world.

Requirements:

1. Satisfactory completion of 5 courses to include:

a. one introductory course from:

ENG 295 Women Writers Credits: 1

HIS 306 American Women To 1870 Credits: 1

HIS 307 American Women, 1870 To The Present Credits: 1

POL 215 The Politics Of Feminism Credits: 1

SOC 217 Gender And Society

b. one 400-level seminar or a department seminar to be designated by the Advisory Committee;

c. three electives, one of which must be at the 300- or 400-level. Electives are selected from any course in section a. above as well as the following group:

ANT 343 Gender, Power, And Culture Credits: 1

ART 222 Painted Women, Women Painting Credits: 1

CHI 207 Engendering Chinese Cinema Credits: 1

ECO 227 Gender And Economics Credits: 1

ENG 261 Modern Drama Credits: 1

ENG 282 African American Literature Credits: 1

ENG 392 Studies In Literature By Women Credits: 1

FRE 222 Literature And Revolt Credits: 1

FRE 223 Childhood And Youth Credits: 1

FRE 225 Male And Female Credits: 1

FRE 320 The French Novel Credits: 1

HIS 225 Women And Work: Gender And Society In Britain, 1700-1918 Credits: 1

HIS 228 The Modern Body: Gender, Sex, And Politics In France Credits: 1

HIS 336 European Women And Gender, 1650-Present Credits: 1

HIS 364 Gender And History In Latin America Credits: 1

HIS 422 Gender In Early Modern Europe (C. 15Th – 18Th Centuries) Credits: 1

POL 205 Family And Justice Credits: 1

REL 142 Autobiography And Religion Credits: 1

REL 248 Christianity And Nature Credits: 1

REL 320 The Genesis Narrative Credits: 1

REL 355 Woman And The Body In The Christian Tradition Credits: 1

REL 365 Women In American Religion Credits: 1

SOC 246 American Families Credits: 1

SOC 310 Gender, Race, And Sports Credits: 1

SPA 375 Latin American Women Writers

The above list, while as complete as possible, is not exhaustive. Every semester, as new courses are developed and extant courses are revised, there are often courses not on this list which can be approved as electives for the Gender Studies Concentration. In addition, many departments offer special topics courses that can be approved as electives for the Gender Studies Concentration. Please check with the faculty liaison for the most current, complete listing of approved electives when planning a program of study. If there is a question about when a particular elective will next be offered, please consult the department offering that course.

2. A maximum of one elective may be an independent study, tutorial or practicum.

3. Only two courses in the concentration may be in the student's major field of study.

4. A grade of "C-" or higher is required in all courses applied toward the concentration.

Application Procedure:

The Gender Studies Concentration is administered by the Gender Studies Advisory Committee of the Faculty. The faculty liaison is Dr. Ann Fox. Students shall meet with the faculty liaison to declare the concentration by the last day of fall semester of the junior year. During this meeting, the student and faculty liaison will discuss the courses to be used to satisfy the concentration requirements. If one of the proposed electives is an independent study, tutorial, practicum, or internship, the student shall provide to the faculty liaison for the Advisory Committee's approval a complete description of that course prior to the term of enrollment. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the Gender Studies Advisory Committee.

GENOMICS CONCENTRATION

In 1953, two young scientists published the structure of DNA, a Nobel Prize winning discovery that gave birth to the interdisciplinary field of genomics. Beginning in 1990, scientists around the world embarked upon the Human Genome Project, with the goal of determining the composition of the entire human genome. The project is now complete, but there is so much more to learn from the genome: how our bodies function, how to prevent diseases, what makes different species unique, and even how life evolved on earth.

To ensure that future scientists, physicians, and policymakers are prepared to take full advantage of the genomic revolution, the National Research Council (NRC) issued a report (Bio2010) calling upon academic institutions to alter the way undergraduates prepare for post-baccalaureate education. The genomics concentration fulfills NRC recommendations to provide undergraduates with a strong foundation in biological, mathematical, physical, and information sciences. The diverse academic background provided by this concentration in the context of a liberal arts education will help prepare students of all majors for exciting fields such as drug discovery, pharmaceutical industry, biomedical sciences, patent law, and ethics.

Requirements:

The Genomics Concentration requires six courses that meet the criteria below, with no more than two courses "double counting" for the concentration and a student's major. No more than three of these six courses may be listed under any single department or prefix (e.g., CSC). No more than one of these six courses can be taken pass/fail. A maximum of one transfer course credit can be applied towards the concentration if approved by the advisors.

1. Three required courses:

BIO 309 Genomic, Proteomics, and Systems Biology

BIO 343 Laboratory Methods in Genomics

CSC 310 (=BIO 310) Bioinformatics.

2. Only two of these three courses can come from a single course prefix (department or CSC).

This requirement fosters additional diversity in a student's curriculum. Because of their similarity, either CSC 121 or PHY 200 can be applied towards the concentration, but not both.

BIO 301 Genetics

BIO 302 Microbiology

BIO 303 Biochemistry

BIO 304 Molecular Biology

BIO 306 Developmental Biology

BIO 308 Cell Biology

BIO 333 Cellular And Molecular Neuroscience

CHE 303 Bioorganic Chemistry

CHE 306 Biophysical Chemistry

CHE 309 Medicinal Chemistry

CHE 371 Instrumental Analysis

CHE 450 Advanced Biochemistry

CSC 121 Programming And Problem Solving

CSC 231 Data Structures

CSC 323 Object-Oriented Programming

CSC 331 Design And Analysis Of Algorithms
 MAT 210 Mathematical Modeling
 MAT 235 Differential Equations And Infinite Series
 MAT 340 Probability
 MAT 341 Mathematical Statistics
 MAT 360 Introduction To Topology
 PHY 200 Computational Physics (= CSC 200)
 PHY 201 Mathematical Methods For Scientists
 PHY 310 Electronics And Instrumentation
 PHY 397 Independent Study In Advanced Software Development In Science (=CSC 397)
 PSY 276 Cognitive Psychology Credits: 1
 PSY 282 Learning Credits: 1
 PSY 284 Drugs And Behavior Credits: 1
 PSY 301 Psychological Research—Perception And Attention
 PSY 302 Psychological Research—Behavioral Pharmacology
 PSY 303 Psychological Research—Behavioral Neuroscience (=BIO 331)
 PSY 304 Psychological Research—Memory
 PSY 310 Psychological Research—Design And Analysis
 PSY 324 Functional Neuroanatomy (=BIO 332)

Application Procedure:

Students interested in pursuing the Genomics Concentration should contact one of the two primary advisors (Drs. Malcolm Campbell and Laurie Heyer) as early as possible to discuss curriculum options. Those who decide to pursue the concentration must submit a written application to either of the primary genomics advisors no later than the last day of the spring term in their junior year. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Genomics Advisory Committee.

INTERNATIONAL STUDIES CONCENTRATION

Given the international focus of contemporary problems, students have the possibility of studying how different disciplines contribute to understanding and formulating effective solutions to these global challenges. The International Studies Concentration offers a student the opportunity to pursue a coherent, multi-disciplined program in international studies.

Requirements:

1. Six courses chosen from the list of approved courses in international studies. Three courses shall be of a general international or multi-cultural nature; three courses shall be related to one particular geographic area. The six courses, at least two of which must be at or above the 300 level, shall be distributed among at least three departments and may include no more than two courses from the department of the applicant's major. A grade of "C" or higher must be earned on any graded course in order for the course to count toward the concentration. The approved list of courses is updated annually by the faculty liaison.
2. Proficiency in a modern foreign language, according to standards set by each language department or by the director of the Self-Instructional Language Program (SILP). This proficiency is to be at a level significantly above that required for graduation. Students should consult the chair of the relevant department or the director of SILP prior to submitting applications.
3. A summer, semester, or year during the student's college career spent in study or work outside the United States. Each candidate shall submit a reflective and substantive paper based on the experience abroad to the chair of the International Education Committee by early April of the senior year, according to standards specified by that committee. Note: In those individual cases in which financial limitations cannot be overcome and thus prevent an international experience, the International Education Committee may assign a substitute experience.

Application Procedure:

The International Studies Concentration is administered by the International Education Committee of the faculty. The faculty liaison is Dr. Dennis R. Appleyard. Students shall submit a written application to the Committee by the conclusion of the late Drop/Add period of the fall semester of the senior year. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the International Education Committee..

MEDICAL HUMANITIES CONCENTRATION

Davidson's Medical Humanities Program promotes an interdisciplinary understanding of medicine and health care. It enables students to appreciate the strengths and limits of the natural sciences, social sciences and humanities as they seek to explain and to achieve a measure of control over disease, illness and suffering. It helps students to grasp the institutional character of health care delivery, especially how legal and political institutions influence the production, distribution and delivery of services.

Medical Humanities courses emphasize the role ethical values play in defining problems as "medical," worthy of scientific study, calling for mobilization of social as well as individual resources. The courses help students to develop the analytical skills that permit clear thinking and writing about the complex tradeoffs involved in developing, using and paying for health care.

In 1990, Davidson College and the Carolinas Medical Center joined in a formal agreement *"to cooperate and share resources toward the common betterment of health care, the education and training of physicians, and improved understanding of the relationship between medicine and society."* Under the auspices of this agreement, Davidson students enjoy access to an expanded range of educational opportunities that only a large teaching hospital can provide.

Requirements:

1. Philosophy 130 Medical Ethics; required of all.
2. Five electives, only two of which count toward the major. No more than two electives may be taken from any one department or from those listed by the Center for Interdisciplinary Studies. Electives are selected from:

ANT 340 Medical Anthropology
 BIO 304 Molecular Biology
 BIO 307 Immunology
 BIO 310 Bioinformatics (=CSC 310)
 BIO 331 Behavioral Neuroscience (=PSY 303)
 CIS 380 Issues In Medicine
 CIS 388 History of Medical Law
 CIS 390 Health Care Ethics
 CIS 397 Future Of American Health Care
 ECO 222 Health Economics
 ENG 101W Ethics and Technologies of Medicine
 HI 215 Ethics
 POL 316 Civil Liberties
 PSY 231 Abnormal Psychology
 PSY 245 Psychology Of Aging
 PSY 303 Psychological Research—Behavioral Neuroscience (=BIO 331)
 PSY 304 Psychological Research—Memory
 PSY 314 Psychological Research—Clinical
 PSY 315 Psychological Research—Child Development
 PSY 319 Psychological Research—Adult Development
 PSY 324 Functional Neuroanatomy (=BIO 332)
 REL 256 Religion, Ethics, And Medicine
 SOC 360 Medical Sociology

With the written approval of the program director, departmental seminars from biology, philosophy, political science, or psychology may also be included as electives for the concentration.

One of the electives may be an independent study, tutorial, or practicum arranged with

a member of the Medical Humanities faculty. Students planning to do this must meet with Dr. Lance Stell.

Application Procedure:

The Medical Humanities Advisory Council oversees and guides the Medical Humanities Concentration which is administered by Dr. Lance Stell, the program director. Students interested in completing the concentration should obtain an application form in Preyer 105 and arrange to meet with Dr. Stell to review the application and proposal for the concentration. If one of the proposed electives is an independent study or practicum, the student shall ordinarily provide for approval a complete description of that course prior to the term of enrollment. Any changes to the courses used to fulfill the concentration must be submitted in writing to the director for his approval. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Director of the Medical Humanities Program.

NEUROSCIENCE CONCENTRATION

Life scientists have come to recognize that an understanding of how the brain, the “organ of consciousness,” functions and endows human beings with the capacity to know, to feel, and to value, requires a multidisciplinary research effort. The Neuroscience Concentration introduces students to a field of science that has experienced an explosion of information and technological innovation. It provides students with a model for understanding how the conventional boundaries separating disciplines appearing to be incompatible can evaporate when new intellectual challenges confront us. In keeping with the liberal arts tradition, the concentration provides students with an opportunity to explore another dimension of our humanity—the biological substrate of all our moral and mental faculties.

Requirements:

The Neuroscience Concentration requires a minimum of six courses and involves two components:

1. Required courses:
 - a. BIO 331/PSY 303 Psychological Research—Behavioral Neuroscience
 - b. Students must take at least one of the following two courses (*taking both is highly recommended*): PSY 324/BIO 332 Functional Neuroanatomy or BIO333 Cellular and Molecular Neurobiology
2. At least three electives chosen from a list annually reviewed and approved by the Neuroscience Advisory Committee (*one from outside student's major and one—and only one—must be independent study/research*):
 - ANT 102 Humankind Evolving
 - BIO 301 Genetics
 - BIO 303 Biochemistry
 - BIO 304 Molecular Biology
 - BIO 306 Developmental Biology
 - BIO 307 Immunology
 - BIO 308 Cell Biology
 - BIO 309 Genomic, Proteomics, And Systems Biology
 - BIO 310 Bioinformatics (= CSC 310)
 - BIO 311 Comparative Anatomy
 - BIO 312 Animal Physiology
 - BIO 323 Animal Behavior (=PSY 323)
 - BIO 341 Biostatistics And Experimental Design
 - BIO 351, 352 Group Investigations
 - BIO 361, 362 Seminar
 - BIO 371, 372, 373 Research/Independent Study
 - CHE 303 Bioorganic Chemistry
 - CHE 308 Chemistry of Biomedical Polymers
 - CHE 309 Medicinal Chemistry
 - MAT 210 Mathematical Modeling

PHI 130 Medical Ethics
 PHI 217 Philosophy of Mind
 PSY 195 Independent Study
 PSY 231 Abnormal Psychology
 PSY 276 Cognitive Psychology
 PSY 282 Learning
 PSY 284 Drugs And Behavior
 PSY 301 Psychological Research—Perception And Attention
 PSY 302 Psychological Research—Behavioral Pharmacology
 PSY 304 Psychological Research—Memory
 PSY 305 Psychological Research—Learning
 PSY 330–349 Tutorial
 PSY 350–380 Advanced Seminars In Experimental Psychology

Application Procedures:

The Neuroscience Concentration is administrated by the Neuroscience Advisory Committee. The faculty liaison is Dr. Julio Ramirez. Students shall submit a written proposal to the Advisory Committee by the last day of the spring semester of the junior year. The proposal should specify the courses that will be used to satisfy the concentration requirements. If any of the courses are to be independent studies, research courses, or seminars, the student must provide the Advisory Committee with a complete description of that course before the semester of enrollment. Certification of completion of all requirements for the concentration is made by the Registrar upon recommendation of the Neuroscience Advisory Committee.

SOUTHERN STUDIES CONCENTRATION

A concentration in Southern Studies offers students the opportunity to explore traditional disciplines through an interdisciplinary perspective that focuses on the significance of the American South and societies in the western hemisphere that directly affected its development as a region comprised of different cultures and peoples. Students study the American South and its history, politics, religious traditions, visual and musical images, languages, archeological past, natural environment, as well as its future. This concentration encourages students to examine the myths and realities of life in the South and to foster scholarly investigation of this unique and fascinating region in order to understand its place and role in the nation. While the immediate goal of a concentration in Southern Studies is to stimulate intellectual curiosity and to provide strategies for investigation of this region, the long term goal is to help Davidson students understand the universal by examining the particular and come to a greater understanding of the larger world.

Requirements:

1. Satisfactory completion of five courses or their equivalent to include:
 - a. One introductory course: ENG 281 Literature of the American South; HIS 343 The Old South; HIS 344 The Old South Since 1865.
 - b. At least one 300- or 400-level seminar: ART 402 Visual Traditions of the American South; HIS 440 Slavery in the Americas, 451 African American Cultural History, 455 Law and Society in American History.
 - c. Three electives chosen from the approved list of courses below. One elective may be an independent study (390s), practicum, or summer internship undertaken with the approval of the Advisory Committee.
 - ANT 205 Ethnic Relations
 - ANT 222 African Civilizations
 - ANT 257 The African Continuum
 - ECO 221 Economic History of the United States
 - ENG 281 Literature Of The American South
 - ENG 282 African American Literature
 - ENG 383 Caribbean Literature

FRE 361 Francophone Africa And The Caribbean
 HIS 302 African American History To 1877
 HIS 303 African American History Since 1877
 HIS 340 Colonial America
 HIS 343 The Old South
 HIS 344 The South Since 1865
 HIS 346 The Civil War And Reconstruction
 HIS 357 The Civil Rights Movement In The United States
 HIS 440 Slavery In The Americas
 HIS 451 African American Cultural History
 HIS 455 Law And Society In American History
 MUS 122 Music Of The United States
 REL 361 Religion In The American South
 SOC 205 Racial And Ethnic Relations
 SPA 374 Caribbean Peoples, Ideas, And Arts

2. Only two courses in the student's major may be counted toward the concentration; no more than two courses in any one department may be counted toward the concentration; and no more than two courses focusing on the Caribbean may count toward this concentration.
3. A grade of "C-" or higher is required in all courses counted toward the concentration.
4. In addition many departments offer special topics courses that are or can be approved as electives for the Southern Studies Concentration. Please check with the faculty liaison for a complete listing and approvals when planning a program of study.

Application Procedures:

The Southern Studies Concentration is administered by the Southern Studies Advisory Committee. The faculty liaison is Dr. C. Shaw Smith. Students shall submit a written application to the Advisory Committee by the end of fall semester of their junior year. The application will designate the courses to be used to satisfy concentration requirements. Any internship or course taken at another institution must be approved by the Advisory Committee. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Southern Studies Advisory Committee.



OFFICIAL RECORD, 2005-06

THE BOARD OF TRUSTEES (as of January 2006)

Davidson College is governed by a Board of Trustees. Twenty-four of the Trustees represent the Presbyterian Church (U.S.A.), sixteen of which are confirmed by the presbyteries within the State of North Carolina, and eight at-large from the national membership. Twelve are elected at-large by the Trustees themselves and eight by the alumni. In addition, five members of the Board serve ex officio, including the President-elect and President of the National Alumni Association, the Chair and Past Chair of the Board of Visitors, and the President of the College.

John F. McCartney, *Chair*
Chairman, Westcon Group, Inc.

Chicago, Illinois

Katie B. Morris, *Vice Chair*
Director, The Katherine and Thomas M. Belk Foundation

Southern Pines, North Carolina

Beverly S. Hance, *Secretary*
Private Investor, Community Leader

Charlotte, North Carolina

Robert J. Abernethy, Jr., President, American Standard Development Co.—Los Angeles, California

Carlos E. Alvarez, Chief Executive Officer, The Gambrinus Company—San Antonio, Texas

Robert L. Avinger, Jr., Principal, OPT Capital, LLC—Charlotte, North Carolina

Edward L. Baker, Chairman, Florida Rock Industries, Inc.—Jacksonville, Florida

Frances W. Baker, Pediatrician—Norfolk, Virginia

Sarah P. Boehmler, Retired Vice President, American Stock Exchange—New York, New York

Lowell L. Bryan, Director, McKinsey & Company, Inc.—New York, New York

M. Erwin Carter, President, Newbold Corporation—Lithonia, Georgia

John W. Chidsey, III, CEO, Burger King Corporation—Miami, Florida

Ann B. Clark, Regional Superintendent of High Schools, Charlotte-Mecklenburg Schools—Charlotte, North Carolina

Kenneth S. Crews, Managing Director, Greenhill & Company—Dallas, Texas

Debbie D. Darden, Former Educator—Charlotte, North Carolina

J. Roy Davis, Jr., Chairman Emeritus, S&D Coffee, Inc.—Concord, North Carolina

Paul W. Davis III, President, The Colville Group—Charlotte, North Carolina

Stuart B. Dorsett, Director, Ward and Smith, PA—Raleigh, North Carolina

Elisabeth C. Ervin, Retired Educator—Morganton, North Carolina

W. Wyche Fowler, Jr., President, Wyche Fowler International—Washington, D.C.

S. Taylor Glover, President, Turner Enterprises, Inc.—Atlanta, Georgia

Derry Harper, Chief Inspector General, State of Florida—Tallahassee, Florida

Lawrence M. Kimbrough, President Emeritus, First Charter Corporation—Charlotte, North Carolina

J. Gilmour Lake, Former Owner and Chief Executive Officer, Computer Credit, Inc.—Winston-Salem, North Carolina

- S. Sherburne Laughlin, Adjunct Professor, Non Profit Management, American University—Bethesda, Maryland
- Paul R. Leonard, Jr., Chairman Emeritus, Habitat for Humanity International—Davidson, North Carolina
- Ross W. Manire, Chief Executive Officer, Clearlinx Network Corporation—Glen Ellyn, Illinois
- William N. Mathis, President, Gulf States Investments, Energy Services—Houston, Texas
- Calvin E. Murphy, Partner / Attorney, Murphy & Chapman, PA—Charlotte, North Carolina
- Robert B. Norris, Attorney, Wishart Norris Henninger & Pittman, PA—Charlotte, North Carolina
- A. Alex Porter, President, Porter Orlin, LLC—New York, New York
- Sara Tatum Pottenger, Former Banker, Community Leader—Durham, North Carolina
- William L. Rikard, Partner / Attorney, Parker, Poe, Adams & Bernstein—Charlotte, North Carolina
- Patricia A. Rodgers, President, Rodgers Builders, Inc.—Charlotte, North Carolina
- John B. Rogers, Jr., Senior Minister, Covenant Presbyterian Church—Charlotte, North Carolina
- Arthur Ross III, Pastor, White Memorial Presbyterian Church—Raleigh, North Carolina
- Thomas W. Ross, Sr., Executive Director, Z. Smith Reynolds Foundation—Winston-Salem, North Carolina
- Stephen L. Salyer, President and Chief Executive Officer, Salzburg Seminar—Silver Spring, Maryland
- Mitzi Short, Vice President, Multicultural Marketing and Strategic Initiatives, PepsiCo, Inc.—Purchase, New York
- Arnold H. Snider, General Partner, Deerfield Management—New York, New York
- Laura M. Spangler, Pastor, Lloyd Presbyterian Church—Winston-Salem, North Carolina
- Raymond L. Swetenburg, Jr., Pediatrician, Eastover Pediatrics—Charlotte, North Carolina
- Samuel V. Tallman, Retired Partner, Knight, Tallman & Co., LLC—Saint Petersburg, Florida
- Amelia C. Taylor, Former Field Hockey Coach, Cape Fear Academy—Wilmington, North Carolina
- Todd S. Thomson, Chairman and Chief Executive Officer, Global Wealth Management, Citigroup, Inc.—New York, New York
- Robert F. Vagt, President, Davidson College—Davidson, North Carolina
- Kenneth D. Weeks, Jr., Physician, Cardiologist, (Former President) MidCarolina Cardiology—Mooresville, North Carolina
- Carolann C. Willingham, Media Assistant, Wake County Public Schools—Raleigh, North Carolina
- Janet H. Wilson, Community Leader—Lenoir, North Carolina

RETIRED FACULTY (as of August 1, 2005)

Samuel Reid Spencer, Jr., President Emeritus of the College and Professor Emeritus of History A.B. (Davidson), M.A., Ph.D. (Harvard), L.L.D. (Davidson), L.H.D. (Oglethorpe, Queens, Bridgewater, Marymount, Hollins, Mary Baldwin), Litt.D. (Washington and Lee)	(1951, 1983)
John W. Kuykendall, President Emeritus of the College and Samuel E. and Mary W. Thatcher Professor Emeritus of Religion B.A. (Davidson), B.D. (Union Seminary-Richmond), S.T.M. (Yale) M.A., Ph.D. (Princeton), D.D. (Hanover), L.H.D. (Wofford)	(1984, 2003)
Anthony S. Abbott, Charles A. Dana Professor Emeritus of English A.B. (Princeton), M.A., Ph.D. (Harvard)	(1964, 2001)
Rupert T. Barber, Jr., Professor Emeritus of Theatre and Speech B.S. (Louisiana State), M.A. (Columbia), Ph.D. (Louisiana State) (deceased 5/10/2006)	(1963, 1998)
Horace Alden Bryan, Professor Emeritus of Chemistry A.B. (King), Ph.D. (Tennessee)	(1955, 1992)
John Nicholas Burnett, Maxwell Chambers Professor Emeritus of Chemistry B.A., M.S., Ph.D. (Emory)	(1968, 1997)
Richard Clyde Burts, Jr., Registrar Emeritus and Professor Emeritus of Psychology A.B. (Furman), M.A., Ed.D. (Columbia)	(1961, 1985)
Thomas A. Cartmill, Professor Emeritus of Physical Education B.S. (Springfield), M.Ed. (Johns Hopkins)	(1974, 1985)
John Addis Casey, Executive Director and Professor Emeritus of Information Technology B.S. (Loyola), M.S., Ph.D. (Michigan State)	(1983, 2005)
Richard Cargill Cole, Virginia Lasater Irvin Professor Emeritus of English A.B. (Hamilton), M.A., Ph.D. (Yale)	(1961, 1993)
Jean S. Cornell, Associate Professor Emerita of Speech B.A. (Ohio Wesleyan), M.S.J. (Northwestern), M.A. (Arizona)	(1971, 1987)
Charles D. Dockery, Professor Emeritus of French B.A. (Earlham), M.A., Ph.D. (Iowa)	(1974, 2003)
James Monroe Fredericksen, Professor Emeritus of Chemistry B.S. (Richmond), Ph.D. (Virginia)	(1957, 1989)
Dirk French, W. R. Grey Professor Emeritus of Classics A.B. (Lawrence), M.A., Ph.D. (Princeton)	(1967, 2001)
William Francis Frey, Professor Emeritus of Physics A.B. (King), M.S., Ph.D. (Vanderbilt)	(1960, 1999)
Ralph William Gable, Professor Emeritus of Chemistry B.S. (Texas), M.A., Ph.D. (Duke)	(1960, 1994)
David Carroll Grant, Professor Emeritus of Biology A.B. (Wooster), Ph.D. (Yale)	(1968, 2000)
John Gill Holland, Professor Emeritus of English A.B. (Washington & Lee), Ph.D. (UNC Chapel Hill)	(1967, 2004)
Douglas Clay Houchens, Professor Emeritus of Art B.F.A., M.F.A. (Richmond Professional Institute)	(1953, 1978)

Grant D. Jones, Charles A. Dana Professor Emeritus of Anthropology B.A. (Florida State), M.A., Ph.D. (Brandeis)	(1985, 2003)
Robert David Kaylor, James Sprunt Professor Emeritus of Religion A.B. (Southwestern), B.D. (Louisville Seminary), Ph.D. (Duke)	(1964, 1999)
John D. Kelton, Charles A. Dana Professor Emeritus of Psychology B.S. (Davidson), Ph.D. (UNC Chapel Hill)	(1959, 1997)
Donald L. Kimmel, Jr., Professor Emeritus of Biology A.B. (Swarthmore), M.D. (Temple), Ph.D. (Johns Hopkins)	(1971, 2000)
Lunsford Richardson King, Richardson Professor Emeritus of Mathematics B.S. (Davidson), Ph.D. (Duke)	(1964, 2002)
George Labban, Jr., W. R. Grey Professor Emeritus of Classical Studies A.B., M.A., Ph.D. (Texas)	(1952, 1984)
Malcolm Lester, Charles A. Dana Professor Emeritus of History A.B. (Mercer), M.A., Ph.D. (Virginia)	(1959, 1989)
Glenn Carlos Lindsey, Professor Emeritus of Economics B.B.A., M.B.A. (Georgia)	(1958, 1998)
Samuel Dow Maloney, James Sprunt Professor Emeritus of Religion and Philosophy A.B. (Davidson), B.D., Th.M., Th.D. (Union Seminary-Richmond)	(1954, 1994)
Robert John Manning, Charles A. Dana Professor Emeritus of Physics A.B. (Gettysburg, M.S., Ph.D. (Virginia)	(1968, 2005)
Robert E. Maydole, Professor Emeritus of Philosophy B.S. (St. Joseph's), Ph.D. (Boston University)	(1974, 2005)
Martha R. McAlister, Lecturer Emerita in Speech B.S. (Northwestern), M.A. (UNC Greensboro)	(1987, 2003)
Alexander Jeffrey McKelway, Paul B. Freeland Professor Emeritus of Religion A.B. (Davidson), B.A. (Princeton Seminary), Th.D. (Basel)	(1965, 1998)
Winfred Pleasants Minter, Professor Emeritus of Political Science B.S., M.S. (Virginia Polytechnic), Ph.D. (Chicago)	(1957, 1981)
C. Louise Nelson, Professor Emerita of Economics B.S., Ph.D. (UNC Chapel Hill)	(1964, 1988)
Malcolm Overstreet Partin, Mary Reynolds Babcock Professor Emeritus of History A.B. (UNC Chapel Hill), M.A., Ph.D. (Duke)	(1968, 2003)
Jack R. Perry, Director Emeritus of the Dean Rusk Program in International Studies and Professor Emeritus of Political Science A.B. (Mercer), M.A., Ph.D. (Columbia)	(1985, 1995)
Max Eugene Polley, J.W. Cannon Professor Emeritus of Religion A.B. (Albion), B.D., Ph.D. (Duke)	(1956, 1993)
J. Harris Proctor, Charles A. Dana Professor Emeritus of Political Science A.B. (Duke), M.A. (Fletcher School of Law and Diplomacy), Ph.D. (Harvard)	(1970, 1991)
Charles Edward Ratliff, Jr., William R. Kenan, Jr. Professor Emeritus of Economics B.S. (Davidson), M.A., Ph.D. (Duke)	(1947, 1992)
Daniel Durham Rhodes, Paul B. Freeland Professor Emeritus of Religion A.B. (Davidson), B.D. (Louisville Seminary), Ph.D. (Duke) (deceased 01/31/05)	(1960, 1984)
Jerry Allan Roberts, Professor Emeritus of Mathematics B.E.Py., M.S., Ph.D. (North Carolina State)	(1965, 1993)

Junius Brutus Stroud, Richardson Professor Emeritus of Mathematics B.S. (Davidson), M.A., Ph.D. (Virginia)	(1960, 1994)
William Holt Terry, Dean of Students Emeritus B.S. (Davidson), M.Div., D.Min. (Union Seminary-Richmond)	(1962, 1994)
Hallam Walker, Professor Emeritus of French A.B., M.A., Ph.D. (Princeton)	(1965, 1985)
Wilmer Hayden Welsh, Professor Emeritus of Music B.S. (Johns Hopkins), B.M., M.M., Artist's Diploma (Peabody Conservatory)	(1963, 1991)
Robert C. Williams, Vice President for Academic Affairs and Dean of Faculty Emeritus and Vail Professor Emeritus of History B.A. (Wesleyan), A.M., Ph.D. (Harvard)	(1986, 2004)
John H. Williamson, Herman Brown Professor Emeritus of Biology B.S. (North Carolina State), M.S. (Cornell), Ph.D. (University of Georgia, Athens)	(1981, 2000)
Albert Allen Wolf, Professor Emeritus of Physics B.A., M.A. (Vanderbilt), Ph.D. (Georgia Institute of Technology)	(1965, 1991)
Erich-Oskar Joachim Siegfried Wruck, Professor Emeritus of German A.B., M.A., Ph.D. (Rutgers)	(1962, 1994)
T.C. Price Zimmermann, Vice President for Academic Affairs and Dean of Faculty Emeritus and Charles A. Dana Professor Emeritus of History B.A. (Williams), B.A., M.A. (Oxford), A.M., Ph.D. (Harvard)	(1977, 1999)

RETIRED LIBRARIANS

Mary Sewell Helvey, Head Catalogue Librarian Emerita A.B. (Concord), B.A. in L.S. (UNC Chapel Hill)	(1966, 1983)
Hattie R. Pendergraft, Head of Serials & Government Documents Emerita B.A. (Campbell), M.S. in L.S. (UNC Chapel Hill)	(1973, 1996)
Evelyn B. Thomas, Head of Acquisitions Emerita A.B., M.A. (Alabama)	(1976, 1991)

CONTINUING FACULTY, 2005–2006 (as of August 1, 2005)

(tenure/tenure-track appointments)

Peter J. Ahrens Dorf, Professor of Political Science and Humanities B.A. (Yale), Ph.D. (University of Chicago)	(1989, 2003)
Daniel W. Aldridge III, Associate Professor of History B.A. (Michigan State), J.D. (Northwestern University Law School), Ph.D. (Emory)	(2000, 2004)
Dennis R. Appleyard, James B. Duke Professor of International Studies and Professor of Economics A.B. (Ohio Wesleyan), A.M., Ph.D. (University of Michigan, Ann Arbor)	(1989, 1989)
Ruth L. Ault, Nancy and Erwin Maddrey Professor of Psychology B.A. (Pomona), M.A., Ph.D. (UCLA)	(1979, 1989)
Ben Baker, Associate Professor of Economics B.A. (Wofford), M.A. (University of South Carolina, Columbia)	(1997, 1997)

- Robin Bruce Barnes, Professor of History (1980, 1994)
B.A. (Colby), M.A., Ph.D. (Virginia)
- **Cole Barton, Professor of Psychology (1983, 1994)
B.A., M.S., Ph.D. (Utah)
- Ruth Freitag Beeston, Professor of Chemistry (1984, 1998)
B.S. (Bucknell), Ph.D. (UNC Chapel Hill)
- +Mario J. Belloni, Assistant Professor of Physics (1998, 1999)
B.A. (University of California, Berkeley), M.A., Ph.D. (University of Connecticut)
- Jonathan P. Berkey, Professor of History and Humanities (1993, 2004)
B.A. (Williams), M.A., Ph.D. (Princeton)
- *Karen Kabat Bernd, Associate Professor of Biology (1998, 2004)
B.A. (Franklin and Marshall), M.A., Ph.D. (Princeton)
- Irl C. Bivens, Professor of Mathematics (1982, 1992)
A.B. (Pfeiffer), Ph.D. (UNC Chapel Hill)
- David N. Blauch, Associate Professor of Chemistry (1993, 1999)
B.S. (Lebanon Valley College), Ph.D. (California Institute of Technology, Pasadena)
- Mauro Botelho, Associate Professor of Music (1990, 1996)
B.M., M.M. (University of Cincinnati), Ph.D. (University of Michigan, Ann Arbor)
- Daniel M. Boye, Professor of Physics (1989, 2001)
B.S. (Emory & Henry), Ph.D. (University of Georgia, Athens)
- Laurence S. Cain, Professor of Physics (1978, 1992)
B.S. (Wake Forest), M.S., Ph.D. (Virginia)
- A. Malcolm Campbell, Associate Professor of Biology (1994, 2000)
B.S. (Davidson), Ph.D. (Johns Hopkins)
- Shireen E. Campbell, Associate Professor of English (1993, 1999)
B.A. (Florida Atlantic), M.A., Ph.D. (Tulane)
- Felix Alvin Carroll, Jr., Joseph R. Morton Professor of Chemistry (1972, 1986)
B.S. (UNC Chapel Hill), Ph.D. (California Institute of Technology)
- Verna M. Case, Professor of Biology (1974, 1991)
B.S., M.S., Ph.D. (Pennsylvania State)
- Timothy P. Chartier, Assistant Professor of Mathematics (2003, 2003)
B.S., M.S. (Western Michigan), Ph.D. (University of Colorado, Boulder)
- Kelly A. Chaston, Associate Professor of Economics (1997, 2003)
B.A. (Rhode Island), M.A. (University of New Hampshire), Ph.D. (Boston College)
- Keyne A. Cheshire, Assistant Professor of Classics (2002, 2002)
B.A. (Carleton), M.A., Ph.D. (UNC Chapel Hill)
- Helen Cho, Assistant Professor of Anthropology (2002, 2002)
B.A., B.S. (University of Illinois, Urbana-Champaign),
M.A., Ph.D. (University of Missouri, Columbia)
- Wolfgang Christian, Herman Brown Professor of Physics (1983, 1993)
B.S., Ph.D. (North Carolina State)
- Suzanne W. Churchill, Associate Professor of English (1996, 2002)
B.A. (Middlebury), M.A., Ph.D. (Princeton)
- **Ann Marie Costa, Professor of Theatre (1994, 2004)
B.F.A. (Boston Conservatory of Music), M.F.A. (University of Pittsburgh)

- Russell Crandall, Assistant Professor of Political Science (2000, 2000)
B.A. (Bowdoin), M.A., Ph.D. (Johns Hopkins)
- Stephen L. Davis, Professor of Mathematics (1981, 1996)
B.A. (Lindenwood), Ph.D. (Rutgers)
- Scott D. Denham, Professor of German (1990, 2004)
A.B. (University of Chicago), A.M., Ph.D. (Harvard)
- Joseph R. Dennis, Assistant Professor of History (2005, 2005)
B.S. (University of Wisconsin-Madison), J.D., M.A., Ph.D. (University of Minnesota, Twin Cities)
- Vivien E. Dietz, Associate Professor of History and Humanities (1990, 1996)
A.B. (Harvard), M.A., Ph.D. (Princeton)
- Michael Edwin Dorcas, Associate Professor of Biology (1998, 2004)
B.S., M.S. (University of Texas at Arlington), Ph.D. (Idaho State)
- C. Earl Edmondson, Professor of History (1970, 1985)
B.A. (Mississippi College), M.A., Ph.D. (Duke)
- Hansford M. Epes, Jr., Registrar and Professor of German and Humanities (1964, 1985)
A.B. (Davidson), Ph.D. (UNC Chapel Hill)
- Amanda Ewington, Assistant Professor of Russian (2002, 2002)
B.A. (Barnard), M.A., Ph.D. (University of Chicago)
- Nancy J. Fairley, Professor of Anthropology (1993, 2003)
B.A. (CUNY), Ph.D. (SUNY at Stony Brook)
- Brenda A. Flanagan, Professor of English (1996, 1996)
B.A., M.A., Ph.D. (University of Michigan, Ann Arbor)
- Mark C. Foley, Assistant Professor of Economics (2000, 2000)
B.S. (William and Mary), M.A., Ph.D. (Yale)
- W. Trent Foley, Professor of Religion (1984, 1997)
B.A. (Kalamazoo), M.Div. (McCormick Theological Seminary),
M.A., Ph.D. (Chicago)
- Ann M. Fox, Assistant Professor of English (1999, 1999)
B.S., B.A. (SUNY at Buffalo), M.A., Ph.D. (Indiana University, Bloomington)
- Joseph Tate Gardner, Jr., Professor of Theatre and Speech (1974, 1990)
A.B. (Davidson), M.A., Ph.D. (Florida State)
- Richard R. Gay, Associate Professor of Education (1999, 1999)
B.A., M.A. (University of Richmond), Ph.D. (UNC Greensboro)
- +Timothy H. Gfroerer, Associate Professor of Physics (1999, 2004)
B.S. (University of the South), M.S. (Georgia Institute of Technology), Ph.D. (Dartmouth)
- Gail McMurray Gibson, William R. Kenan, Jr. Professor of English and Humanities (1983, 1992)
B.A., M.A. (Duke), Ph.D. (Virginia)
- Irwin Stuart Goldstein, Professor of Philosophy (1983, 1998)
B.A. (Carleton University), M.Litt. (Bristol), Ph.D. (Edinburgh)
- Sharon L. Green, Assistant Professor of Theatre (1999, 2001)
B.A. (University of Rochester), M.A. (University of Toronto), Ph.D. (CUNY)
- Meghan E. Griffith, Assistant Professor of Philosophy (2005, 2005)
B.A. (Bucknell), Ph.D. (University of Massachusetts, Amherst)
- +Michael J. Guasco, Assistant Professor of History (2001, 2003)
B.A. (University of Portland), M.A. (Villanova), Ph.D. (College of William and Mary)

- Karen Gwen Hales, MacArthur Assistant Professor of Biology (2000, 2000)
B.A. (Swarthmore), Ph.D. (Stanford)
- Cindy DeForest Hauser, Assistant Professor of Chemistry (2002, 2002)
B.S. (Washington and Lee), M.S. (UNC Wilmington), Ph.D. (UNC Chapel Hill)
- Pamela C. Hay, Associate Professor of Biology (1985, 1991)
B.A. (Hendrix), M.S. (University of Arkansas), Ph.D. (North Carolina State)
- Burkhard J. Henke, Associate Professor of German (1993, 1999)
Zwischenprüfung (Ludwig-Maximilians Universität),
M.A. (University of California, Santa Barbara), Ph.D. (University of California, Irvine)
- J. Alberto Hernández-Chioldes, Professor of Spanish (1979, 1991)
B.A. (Puerto Rico), M.A. (Middlebury), Ph.D. (University of Texas at Austin)
- Peter Neal Hess, Gail M. and Ernest G. Doe Professor of Economics (1980, 1993)
B.A. (Bowdoin), Ph.D. (UNC Chapel Hill)
- Laurie J. Heyer, L. Richardson King Assistant Professor of Mathematics (2000, 2000)
B.S., M.S. (University of Texas at Arlington), Ph.D. (University of Colorado, Boulder)
- +Ann M. Ingram, Associate Professor of English (1994, 2000)
B.A. (Stanford), M.A. (Monterey Institute of International Studies),
M.A., Ph.D. (Emory)
- +Randall M. Ingram, Associate Professor of English (1995, 2000)
A.B. (Davidson), Ph.D. (Emory)
- Rudy Jackson, Jr., Assistant Professor of Education (2000, 2000)
B.S. (Randolph-Macon), M.Ed. (James Madison), Ph.D. (Lehigh)
- Walter Herbert Jackson, Douglas Houchens Professor of Fine Arts (1969, 1983)
A.B. (Davidson), M.F.A. (UNC Chapel Hill)
- Everett Frank Jacobus, Jr., Professor of French (1971, 1988)
B.A. (Duke), Ph.D. (Cornell University)
- +Gayle H. Kaufman, Assistant Professor of Sociology (1999, 1999)
B.S., M.S. (Cornell University), Ph.D. (Brown)
- John E. Kello, Professor of Psychology (1974, 1991)
B.S. (Old Dominion), M.A., Ph.D. (Duke)
- +Kyra A. Kietrys, Assistant Professor of Spanish (2001, 2001)
B.A. (Wellesley), M.A. (Middlebury), Ph.D. (University of Pennsylvania)
- Benjamin G. Klein, Beverly F. Dolan Professor of Mathematics (1971, 1985)
A.B. (University of Rochester), M.A., Ph.D. (Yale)
- Peter M. Krentz, W. R. Grey Professor of Classics and History (1979, 1993)
B.A., M.A., Ph.D. (Yale)
- Carole Ann Kruger, Associate Professor of French (1987, 1994)
A.B., A.M. (UNC Greensboro), Ph.D. (Duke)
- +Vikram Kumar, Professor of Economics (1986, 2004)
B.A. (St. Stephen's College), M.A. (Delhi School), Ph.D. (Vanderbilt)
- Zoran Kuzmanovich, Professor of English (1988, 2002)
B.A., M.A. (University of Wisconsin-Milwaukee),
Ph.D. (University of Wisconsin-Madison)
- William David Lawing, J. Estes Millner Professor of Music (1976, 1994)
A.B. (Davidson), M.M., D.M.A. (Cleveland Institute of Music)

Jung Lee, Assistant Professor of Religion B.A. (Amherst), Ph.D. (Brown)	(2001, 2002)
Neil Lerner, Associate Professor of Music B.A. (Transylvania), A.M., Ph.D. (Duke)	(1997, 2003)
Ralph B. Levering, Professor of History B.A. (UNC Chapel Hill), M.A., Ph.D. (Princeton)	(1986, 1992)
Cynthia Lynn Lewis, Charles A. Dana Professor of English B.A. (Ohio State), Ph.D. (Harvard)	(1980, 1993)
Larry L. Ligo, Professor of Art History A.B. (Muskingum), B.D. (Princeton Seminary), Ph.D. (UNC Chapel Hill)	(1970, 1988)
Barbara Mary Lom, Assistant Professor of Biology B.A. (Lawrence), Ph.D. (Northwestern University Institute for Neuroscience)	(2000, 2000)
Eriberto P. Lozada, Jr., Assistant Professor of Anthropology A.B., A.M., Ph.D. (Harvard)	(2002, 2002)
B. Andrew Lustig, Holmes Rolston III Professor of Religion B.A. (University of San Francisco), M.A. (Princeton), Ph.D. (University of Virginia)	(2005, 2005)
Scott R. MacKenzie, Assistant Professor of English B.A. (University of Canterbury), M.A., Ph.D. (Cornell University)	(2002, 2002)
William K. Mahony, Professor of Religion A.B. (Williams), M.Div. (Yale), Ph.D. (Chicago)	(1982, 1996)
Maria Magdalena Maiz-Peña, Associate Professor of Spanish B.A., M.A., Ph.D. (Arizona State)	(1992, 1998)
Jane E. Mangan, Assistant Professor of History B.A. (Vassar), M.A., Ph.D. (Duke)	(2004, 2004)
Gerardo Marti, Assistant Professor of Sociology B.A. (Pepperdine), M.A., Ph.D. (University of Southern California)	(2004, 2004)
David W. Martin, Professor of Economics B.A. (DePauw), M.S., Ph.D. (University of Illinois at Urbana-Champaign)	(1984, 1997)
Margaret R. McCarthy, Associate Professor of German B.A. (Connecticut College), M.A., Ph.D. (University of Rochester)	(1995, 2001)
Mark R. McCulloh, Professor of German A.B. (Alabama), M.A., Ph.D. (University of Illinois at Urbana-Champaign)	(1982, 1996)
Sean D. McKeever, Assistant Professor of Philosophy B.A. (Wesleyan), M.A., Ph.D. (UNC Chapel Hill)	(2005, 2005)
Sally G. McMillen, Mary Reynolds Babcock Professor of History B.A. (Wellesley), M.L.S. (Pratt Institute), M.A. (UNC Charlotte), Ph.D. (Duke)	(1988, 1998)
+Kenneth J. Menkhaus, Professor of Political Science B.A. (Xavier), M.A., Ph.D. (University of South Carolina, Columbia))	(1991, 2004)
Paul B. Miller, Assistant Professor of English B.A. (College of Wooster), M.A., M.A., Ph.D. (Ohio State)	(1999, 1999)
Elizabeth M. Mills, Professor of English B.A., M.A. (University of Texas at El Paso), Ph.D. (UNC Chapel Hill)	(1985, 1999)
Donna K. Molinek, Associate Professor of Mathematics B.S. (University of Alaska, Anchorage), M.S. (Northern Arizona), Ph.D. (UNC Chapel Hill)	(1992, 1998)

- Michael J. Mossinghoff, Assistant Professor of Mathematics (2002, 2002)
B.S. (Texas A&M), M.S. (Stanford), Ph.D. (University of Texas at Austin)
- Kristi S. Multhaup, Associate Professor of Psychology (1996, 2002)
B.A. (Gustavus Adolphus College), M.A., Ph.D. (Princeton)
- Margaret P. Munger, Associate Professor of Psychology (1994, 2000)
B.A. (University of Chicago), M.A., M. Phil., Ph.D. (Columbia University)
- Richard D. Neidinger, Professor of Mathematics (1984, 1997)
B.A. (Trinity), M.A., Ph.D. (University of Texas at Austin)
- **Randy F. Nelson, Virginia Lasater Irvin Professor of English (1977, 1988)
B.A., M.A. (North Carolina State), M.A., Ph.D. (Princeton)
- +Jeanne M. Neumann, Associate Professor of Classics (1994, 2000)
B.A. (Union College), M.A. (Indiana), A.M., Ph.D. (Harvard)
- William Rodger Nutt, Professor of Chemistry (1971, 1985)
A.B. (Ohio Wesleyan), M.A., Ph.D. (Duke)
- Louis L. Ortmayer, Charles A. Dana Professor of Political Science (1977, 1989)
B.A. (Yale), M.A., Ph.D. (Denver)
- Edward L. Palmer, Wayne M. and Carolyn A. Watson Professor of Psychology (1970, 1986)
A.B. (Gettysburg), B.D. (Gettysburg Seminary), M.S., Ph.D. (Ohio)
- Christopher J. Paradise, Assistant Professor of Biology (2000, 2000)
B.S. (SUNY at Albany), M.A. (SUNY at Binghamton), Ph.D. (Pennsylvania State)
- Leland Madison Park, Director of the Library (1967, 1975)
A.B. (Davidson), M.Ln. (Emory), Adv. M. in L.S., Ph.D. (Florida State)
- Alan Michael Parker, Associate Professor of English (1998, 2000)
B.A. (Washington University), M.F.A. (Columbia University School of the Arts)
- Luis H. Peña, Professor of Spanish (1987, 1997)
B.A. (Universidad de Monterrey), M.A., Ph.D. (Arizona State)
- *Patricia A. Peroni, Associate Professor of Biology (1992, 1998)
B.A. (SUNY College at Plattsburgh), M.L.S. (SUNY at Albany), M.S. (Bucknell), Ph.D. (Duke)
- Karl A. Plank, James W. Cannon Professor of Religion (1982, 1995)
B.A. (Hanover), M.Div., M.A., Ph.D. (Vanderbilt)
- Lynn M. Poland, Associate Professor of Religion and Humanities (1990, 1991)
A.B. (Bates), M.A., Ph.D. (University of Chicago)
- Jeremiah Lee Putnam, Professor of Biology (1973, 1988)
B.S., M.S., Ph.D. (Texas A & M)
- Julio J. Ramirez, R. Stuart Dickson Professor of Psychology (1986, 1995)
B.S. (Fairfield), M.A., Ph.D. (Clark)
- +Shelley Rigger, Brown Associate Professor of Political Science (1993, 1999)
A.B. (Princeton), Ph.D. (Harvard)
- William M. Ringle, Professor of Anthropology (1986, 1998)
B.A. (Johns Hopkins), M.A., Ph.D. (Tulane)
- Carlos M. Rivera, Assistant Professor of Spanish (2000, 2002)
B.A. (University of Puerto Rico), M.A. (New York), Ph.D. (Arizona State)
- David M. Robb, Associate Professor of Philosophy (1999, 2003)
B.A. (Stanford University), M.A., Ph.D. (Cornell University)

- *Susan L. Roberts, Associate Professor of Political Science (1993, 1994)
B.A. (Wake Forest), M.A., Ph.D. (University of Notre Dame)
- Clark G. Ross, Vice President for Academic Affairs and Dean of Faculty, (1979, 1990)
and Frontis W. Johnston Professor of Economics
B.A. (University of Pennsylvania), Ph.D. (Boston College)
- Robert D. Ruth, Associate Professor of Sociology (1971, 1980)
A.B. (SUNY at Buffalo), M.A., Ph.D. (Duke)
- Lakshmanan Sabaratnam, Professor of Sociology (1986, 2003)
B.A. (University of Ceylon), M.A., Ph.D. (University of Washington)
- Leon Sachs, Assistant Professor of French (2002, 2002)
B.A. (Haverford), M.A. (Bryn Mawr), M.A. (Johns Hopkins), Ph.D. (Yale)
- Samuel Sánchez-Sánchez, Assistant Professor of Spanish (2004, 2004)
B.A. (University of Huelva, Spain), M.A., Ph.D. (University of Michigan, Ann Arbor)
- *Cort Savage, Associate Professor of Art (1992, 1998)
B.A. (Indiana), M.F.A. (Syracuse)
- Merlyn D. Schuh, James G. Martin Professor of Chemistry (1975, 1986)
B.A. (South Dakota), Ph.D. (Indiana)
- Patrick Joel Sellers, Associate Professor of Political Science (2000, 2002)
B.A. (Davidson), M.A., Ph.D. (Duke)
- **Nina E. Serebrennikov, Professor of Art (1987, 2001)
B.A. (George Washington University), M.S.L.S., M.A., Ph.D. (UNC Chapel Hill)
- Thomas C. Shandley, Vice President for Student Life and Dean of Students (1994, 1994)
B.A. (Simpson College), M.A. (Bowling Green State University),
Ph.D. (University of Minnesota)
- +Janet Harrison Shannon, Associate Professor of Sociology (1990, 1996)
B.S. (Saint Joseph's), M.A., Ph.D. (Temple)
- Ping Shao, Assistant Professor of Chinese (2002, 2003)
B.A. (Guangzhou Institute of Foreign Languages), M.A. (Illinois State)
Ph.D. (Washington University)
- Brian J. Shaw, Professor of Political Science and Humanities (1982, 1996)
B.A. (SUNY at Stony Brook), M.A., Ph.D. (UNC Chapel Hill)
- Vivian Shen, Associate Professor of Chinese (1998, 2004)
B.A. (Shandong University), M.A., Ph.D. (University of California, Los Angeles)
- Alan J. Singerman, Professor of French (1982, 1991)
B.A. (Ohio), M.A., Ph.D. (Indiana)
- +Catherine Slawy-Sutton, Professor of French (1985, 1999)
Licence d'anglais, Maitrise d'anglais (University of Nice), M.A., Ph.D. (Indiana)
- C. Shaw Smith, Jr., E. Craig Wall, Jr. Distinguished Teaching (1986, 2000)
Professor in Humanities and Professor of Art History and Humanities
A.B., M.A., Ph.D. (UNC Chapel Hill)
- Fred H. Smith, Assistant Professor of Economics (2000, 2000)
B.A. (Kenyon), M.A. (University of Delaware), Ph.D. (Vanderbilt)
- Mark A. Smith, Associate Professor of Psychology (1998, 2004)
B.A. (Lenoir-Rhyne), Ph.D. (UNC Chapel Hill)

Harlow Gregory Snyder, Associate Professor of Religion B.S. (Seattle Pacific), M.S. (Columbia University), M.Div., S.T.M., Ph.D. (Yale)	(2000, 2004)
Raymond Sprague, Professor of Music B.A. (Williams), M.M. (University of New Mexico, Albuquerque), D.M.A. (University of Colorado, Boulder)	(1999, 1999)
Mark T. Stanback, Associate Professor of Biology B.S. (Davidson), Ph.D. (University of California, Berkeley)	(1995, 2001)
*Jennifer E. Stasack, Associate Professor of Music B.M., M.M. (University of Hawaii-Manoa), D.M.A. (University of Cincinnati)	(1991, 1997)
Lance Keith Stell, Charles A. Dana Professor of Philosophy B.A. (Hope), M.A., Ph.D. (University of Michigan, Ann Arbor)	(1976, 1985)
Erland P. Stevens, Associate Professor of Chemistry B.S. (Duke), Ph.D. (University of Michigan, Ann Arbor)	(1998, 2004)
Durwin R. Striplin, Associate Professor of Chemistry B.S. (Eastern New Mexico), Ph.D. (Washington State)	(1996, 2002)
Paul H. Studtmann, Assistant Professor of Philosophy B.A., M.A., (University of Iowa), Ph.D. (University of Colorado)	(2004, 2005)
•Homer Bates Sutton, Professor of French A.B. (Davidson), M.A., Ph.D. (Indiana)	(1980, 1995)
+John R. Swallow, J.T. Kimbrough Associate Professor of Mathematics B.A. (University of the South), M. Phil., M.S., Ph.D. (Yale)	(1994, 2000)
I. Job Thomas, Professor of History B.A., M.A. (Madras), Ph.D. (University of Michigan, Ann Arbor)	(1979, 1994)
Mary Caroline Thornberry, Professor of Political Science B.A., M.A. (Duke), Ph.D. (University of Michigan, Ann Arbor)	(1980, 1991)
Patricia A. Tilburg, Assistant Professor of History B.A. (The College of New Jersey), M.A., Ph.D. (University of California, Los Angeles)	(2003, 2003)
Scott Tonidandel, Assistant Professor of Psychology B.A. (Davidson), M.A., Ph.D. (Rice)	(2002, 2002)
Michael K. Toumazou, Professor of Classics A.B. (Franklin and Marshall), M.A. (Loyola University of Chicago), M.A., Ph.D. (Bryn Mawr)	(1987, 2000)
Robert F. Vagt, President of the College B.A. (Davidson), M.Div. (Duke), L.H.D. (Queens)	(1997, 1997)
**Mary S. Vásquez, Professor of Spanish B.A. (Florida State), M.A., Ph.D. (University of Washington)	(1996, 1996)
Onita M. Vaz-Hooper, Assistant Professor of English B.A., M.A., Ph.D. (University of Southern California)	(2005, 2005)
*Tara Villa, Instructor in Music B.A. (Franklin and Marshall), M.M. (Penn State University)	(2003, 2004)
Russ C. Warren, Professor of Art B.F.A. (New Mexico), M.F.A. (University of Texas at San Antonio)	(1978, 1992)
John Wertheimer, Associate Professor of History B.A. (Oberlin), M.A., Ph.D. (Princeton)	(1993, 1999)

David R. Wessner, Associate Professor of Biology A.B. (Franklin and Marshall), Ph.D. (Harvard)	(1998, 2004)
Angela L. Willis, Assistant Professor of Spanish B.A., M.A., Ph.D. (University of Texas at Austin)	(2002, 2004)
Anne Blue Wills, Assistant Professor of Religion B.A. (Davidson), M.Div. (Yale), Ph.D. (Duke)	(2003, 2003)
Lauren W. Yoder, James Sprunt Professor of French B.A. (Eastern Mennonite), M.A., Ph.D. (Iowa)	(1973, 1989)
John Nicholas Yukich, Associate Professor of Physics B.A. (Kenyon), Ph.D. (University of Virginia)	(1998, 2004)

The first date shown in parentheses is that of the original academic-year appointment to the faculty and the second is that of appointment to current faculty rank.

* On Leave Fall Semester 2005-06

** On Leave Spring Semester 2005-06

+ On Leave 2005-06

● Study Abroad Year Program: Germany or France

●● Study Abroad Semester Program: Art, Classics, or India

OTHER INSTRUCTIONAL APPOINTMENTS, 2005-06

Anthony S. Abbott, Adjunct Charles A. Dana Professor Emeritus of English
A.B. (Princeton), M.A., Ph.D. (Harvard)
(Fall Semester)

M. Christopher Alexander, McGee Director of the Dean Rusk International Studies Program and
Associate Professor of Political Science
B.S. (University of Tennessee at Chattanooga), M.A., Ph.D. (Duke)

Denise Alvarez, Adjunct Lecturer in English
B.A. (UNC Chapel Hill)
(Fall Semester)

Pat Baker, Adjunct Lecturer in Communication Studies
B.A., M.A. (Queens)

Timothy A. Beach-Verhey, Director of Exploration of Vocation Program
and Adjunct Assistant Professor of Religion
B.A. (Hope College), M.Div. (Union Theological Seminary), Ph.D. (Emory)

Jack M. Beasley, Visiting Associate Professor of Theatre
B.A. (Vanderbilt), M.F.A. (University of Georgia, Athens)

Ann Lee Bressler, Adjunct Assistant Professor of History
B.A. (Pennsylvania State), M.A., Ph.D. (University of Virginia)
(Spring Semester)

David M. Brown, Visiting Assistant Professor of Chemistry
B.A. (Berry), Ph.D. (Emory)

D. Henry Buckley, Visiting Professor of French
B.A. (Tufts), M.A., Ph.D. (University of Michigan, Ann Arbor)

Jennie R. Buckner, James K. Batten Professor of Public Policy

B.A. (Ohio State)
(Spring Semester)

Ruskin K. Cooper, Artist Associate in Piano

B.M. (Oberlin College Conservatory of Music), M.M. (University of South Florida),
D.M.A. (UNC Greensboro)

Jacquelyn Culpepper, Artist Associate in Voice

B.S. (Western Carolina), M.M. (Baylor)

Camille M. Davidson, Adjunct Lecturer in Political Science

B.B.A. (Millsaps), J.D. (Georgetown University Law Center)
(Spring Semester)

Megan O. Drinkwater, Visiting Assistant Professor of Classics

B.A. (Cornell University), Ph.D. (Duke)

McArthur Freeman, II, Visiting Assistant Professor of Art

B.F.A. (University of Florida), M.F.A. (Cornell University)

Tom Gabbard, Adjunct Lecturer in Theatre

B.A. (Pepperdine), M.B.A. (Golden Gate)
(Fall Semester)

Andrea Gazzaniga, Adjunct Assistant Professor of English

B.A. (Wellesley), M.A., Ph.D. (Cornell University)
(Spring Semester)

Diana Hume George, McGee Professor of Writing

B.A., M.A. (SUNY at Fredonia), M.A., Ph.D. (SUNY at Buffalo)
(Spring Semester)

Evelyn C. Gerdes, Lecturer in Education

B.S., M.A. (East Carolina)

Carol L. Higham, Adjunct Assistant Professor of Interdisciplinary Studies

B.A. (Wellesley), M.A. (Yale), Ph.D. (Duke)
(Spring Semester)

Elizabeth Huddleston, Adjunct Assistant Professor of Psychology

B.S. (Tulane), M.A. (Middle Tennessee State), Ph.D. (Florida Institute of Technology)
(Davidson-Broughton Program Summer 2004)

Pearl James, Visiting Assistant Professor of English

B.A. (University of California, Berkeley), M.A., M.Phil., Ph.D. (Yale)

Martha Koljonen, Artist Associate in Violin and Strings

B.M. (Cleveland Institute of Music)

Stephen J. Kolouch, CPT, Assistant Professor of Military Science

B.B.A. (James Madison)

Joseph C. Konen, Adjunct Lecturer in Medical Humanities

A.B. (Hamilton), M.D. (College of Medicine, SUNY) M.S.P.H. (University of Utah)
(Fall Semester)

Cynthia Lawing, Artist Associate in Piano

B.M. (Wittenburg), B.M., M.M. (Cleveland Institute of Music)

Rita Martin, Visiting Assistant Professor of Spanish

B.A. (University of Havana), M.A. (Florida Atlantic), Ph.D. (UNC Chapel Hill)

Kathleen B. McElhane, Adjunct Assistant Professor of Psychology
B.A., M.A., Ph.D. (University of Virginia)
(Spring Semester)

Linda C. McNally, Lecturer in Biology
B.S., M.S. (UNC Charlotte)

Olga Zhitomirskaya Muller, Adjunct Lecturer in Russian
B.S., M.S. (St. Petersburg State University)
(Spring Semester)

Amy C. Oakes, Visiting Instructor in Political Science
B.A. (Davidson), M.S., Ph.D. (expected) (Ohio State)

Andrew C. Oster, Adjunct Instructor in Music
B.A. (Davidson), M.A., Ph.D. (expected) (Princeton)
(Fall Semester)

Stephen W. Peterson, Visiting Assistant Professor of Physics
B.S., M.A., Ph.D. (University of Wisconsin-Madison)

Scott D. Ripley, Visiting Assistant Professor of Theatre
B.S. (U.S. Naval Academy), M.F.A. (University of California, San Diego)

Michael Rowland, Artist Associate in Music/Departmental Accompanist
B.A. (Wake Forest), M.C.M. (Southern Baptist Seminary)

Dolores Santamaria, Visiting Assistant Professor of Spanish
Licenciada (University Complutense de Madrid), M.A. (University of South Carolina,
Columbia), Ph.D. (Universidad Autónoma de Madrid)

Jialin C. Shen, Adjunct Assistant Professor of Chinese
B.A. (Shanghai International Studies), Ph.D. (Laval University at Québec)

Diane Basgall Thornton, Artist Associate in Voice
B.M., M.M. (Temple)

Kathleen J. Turner, Director of Oral Communication and Professor of Communication Studies
B.A. (University of Kansas), M.A., Ph.D. (Purdue)

Jean Wright Veilleux, Adjunct Lecturer in Medical Humanities
B.A. (UNC Chapel Hill), J.D., L.L.M. (George Washington)
(Fall Semester)

Fiona L. Watson, HHMI Postdoctoral Teaching Fellow in Biology
B.S., M.S. (Dalhousie), Ph.D. (Harvard)
(Spring Semester)

• Chad Wellmon, Visiting Instructor in German
B.A. (Davidson), M.A., Ph.D. (expected) (University of California, Berkeley)

Robert C. Whitton, Adjunct Assistant Professor of Mathematics
B.S. (Davidson), M.A., Ph.D. (University of Pennsylvania)
(Fall Semester)

NEW FACULTY AND INSTRUCTIONAL APPOINTMENTS (as of May 1, 2006)

Denise Alvarez, Adjunct Lecturer in English

B.A. (UNC Chapel Hill)
(Fall Semester)

Pat Baker, Adjunct Lecturer in Communication Studies

B.A., M.A. (Queens)

D. Henry Buckley, Visiting Professor of French

B.A. (Tufts), M.A., Ph.D. (University of Michigan, Ann Arbor)

Tonya J. Clay, Visiting Assistant Professor of Art

B.F.A. (University of Illinois at Urbana/Champaign, M.F.A. (SUNY at Stony Brook)

Henri Cole, McGee Professor of Writing

B.A. (College of William and Mary), M.A. (University of Wisconsin-Milwaukee),
M.F.A. (Columbia University)
(Spring Semester)

Ruskin K. Cooper, Artist Associate in Piano

B.M. (Oberlin College Conservatory of Music)
M.M. (University of South Florida), D.M.A. (UNC Greensboro)

Camille M. Davidson, Adjunct Lecturer in Political Science

B.B.A. (Millsaps), J.D. (Georgetown University Law Center)
(Fall Semester)

Victoria R. Gardner, Visiting Assistant Professor of History

B.A. (Temple), A.M., A.M., Ph.D. (expected) (University of Michigan, Ann Arbor)

Andrea Gazzaniga, Visiting Assistant Professor of English

B.A. (Wellesley), M.A., Ph.D. (Cornell University)

Karmella A. Haynes, HHMI Postdoctoral Teaching Fellow in Biology

B.S. (Florida Agricultural and Mechanical University), Ph.D. (Washington University)

Carol L. Higham, Adjunct Assistant Professor in Humanities

B.A. (Wellesley), M.A. (Yale), Ph.D. (Duke)
(Spring Semester)

•Christian Hunt, Visiting Instructor in German

B.A. (Davidson), M.Phil., M.St. (Oxford University)

Larry Jinks, James K. Batten Professor of Public Policy

B.J. (University of Missouri), M.S.J. (Columbia University)
(Fall Semester)

Lunsford Richardson King, Visiting Richardson Professor Emeritus of Mathematics

B.S. (Davidson), Ph.D. (Duke)

Martha S. Koljonen, Artist Associate in Violin and Strings

B.M. (Cleveland Institute of Music)

Joseph C. Konen, Adjunct Lecturer in Medical Humanities

A.B. (Hamilton), M.D. (College of Medicine, SUNY), M.S.P.H. (University of Utah)
(Fall Semester)

Holly A. Korta, Adjunct Lecturer in Education

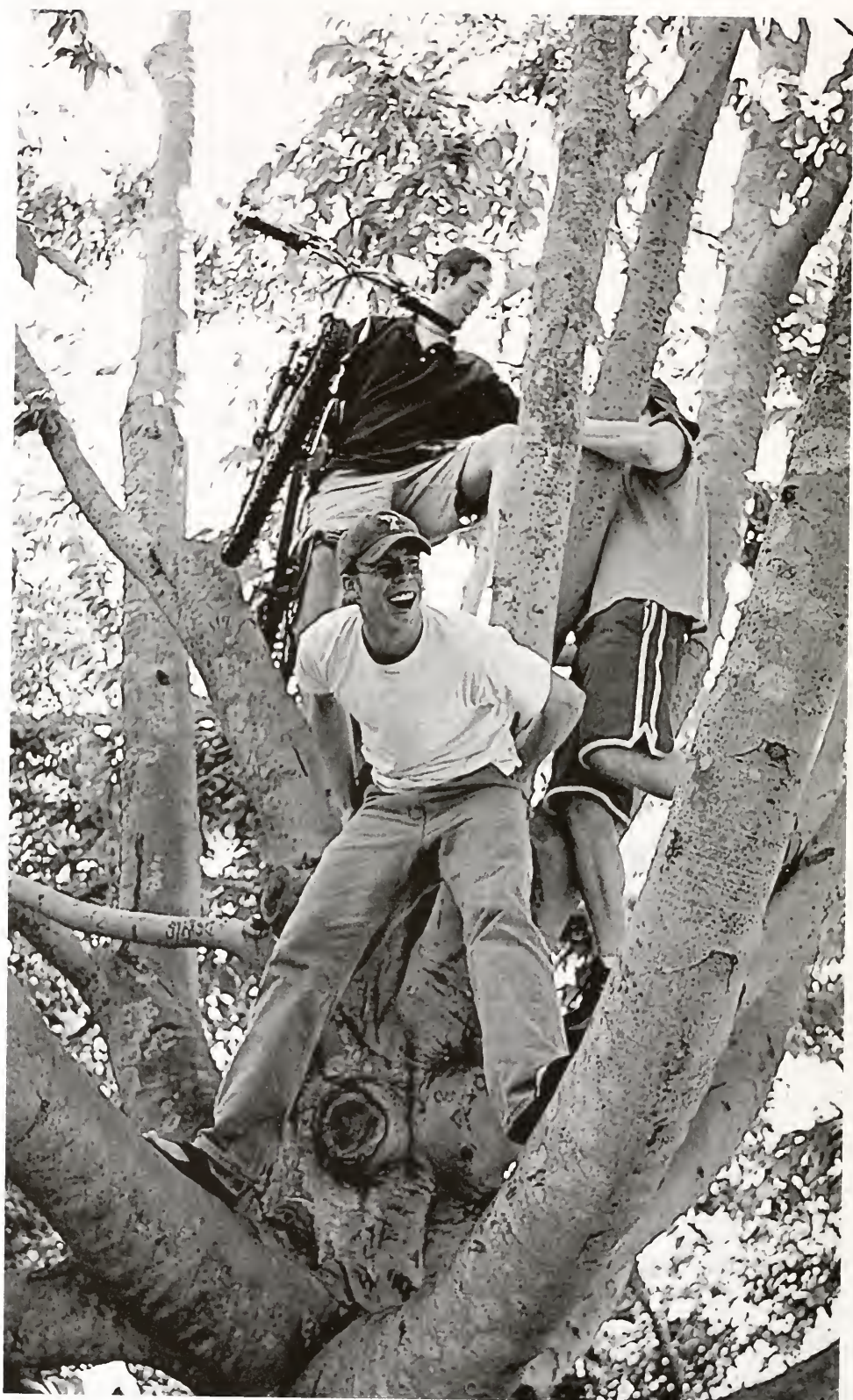
B.A. (UNC Charlotte), M.S. (Winthrop)

- Rita Martin, Visiting Assistant Professor of Spanish
B.A. (University of Havana), M.A. (Florida Atlantic), Ph.D. (UNC Chapel Hill)
- Hassan El Menyawi, Kemp Visiting Assistant Professor of Political Science
B.Sc., B.C.L., LL.B. (McGill Law School, Montreal), LL.M. (York University, Toronto)
(Spring Semester)
- C. Mathews Samson, Visiting Assistant Professor of Anthropology
B.S. (Louisiana State), M.Div. (Austin Presbyterian Theological Seminary),
M.A. (Louisiana State), Ph.D. (SUNY at Albany)
- Dolores Santamaria, Visiting Assistant Professor of Spanish
- Licenciada (University Complutense de Madrid), M.A. (University of South Carolina, Columbia),
Ph.D. (Universidad Autónoma de Madrid)
- *Sophia D. Sarafova, Assistant Professor of Biology
B.S. (Swarthmore), M.A., M.Phil., Ph.D. (Columbia University)
- Emily Setina, Visiting Instructor in English
B.A. (Davidson), Ph.D. (expected) (Yale)
- Alex Somuah Obeng, Adjunct Lecturer in Interdisciplinary Studies
B.A., M.Phil. (University of Cape Coast)
(Fall Semester)
- Mark Sutch, Visiting Assistant Professor of Theatre
B.A. (Iowa State), M.F.A. (Rhode Island College)
- Jean Wright Veilleux, Adjunct Lecturer in Medical Humanities
B.A. (UNC Chapel Hill), J.D., L.L.M. (George Washington)
(Fall Semester)
- Jarrett T. Welsh, Teaching Associate in Classics
A.B. (Davidson), A.M., Ph.D. (expected) (Harvard)
(Spring Semester)
- Robert C. Whitton, Visiting Associate Professor of Mathematics
B.S. (Davidson), M.A., Ph.D. (University of Pennsylvania)

* Indicates a tenure-track appointment

?Study Abroad Year Program: Germany or France

◆ Tenure-Track Appointments



NAMED PROFESSORSHIPS

Edward M. Armfield, Sr. Professorship—This professorship honors the memory of one of Davidson's most loyal alumni, Edward M. Armfield, Sr., Class of 1937, who served his alma mater as a member of the Board of Visitors, was an Alumni Association and Annual Fund volunteer, an inductee in the Athletic Hall of Fame, and a recipient of the Distinguished Alumnus Award. Established by the foundation which bears his name, the Edward M. Armfield, Sr. Professorship recognizes excellence in teaching and scholarship, with a preference for a member of the Department of English.

Mary Reynolds Babcock Professorship—Established in 1960 by a gift from the Z. Smith Reynolds Foundation, in honor of Mary Reynolds Babcock, the sister of Z. Smith Reynolds.

James Knox Batten Visiting Professorship in Public Policy—Created in 1995 by grants from the John S. and James L. Knight Foundation and Knight-Ridder, Inc. in memory of James K. Batten, Class of 1957. The Batten Professorship is an interdisciplinary position held by a series of individuals with experience and expertise in such diverse realms as politics, economics, urban affairs, journalism, and the sciences.

Herman Brown Professorship in Natural Sciences—Established in 1983 by gifts from The Brown Foundation of Houston, Texas, and other friends of Davidson, the Herman Brown Professorship is named for the late chief executive officer of Brown and Root.

Brown Professorship in Asian Studies—Established by The Brown Foundation of Houston, Texas, in 1989 to expand the teaching of Asian studies at Davidson.

James W. Cannon Professorship—Established in 1919 by gifts from the children of Mr. and Mrs. J.W. Cannon of Concord, North Carolina, with subsequent support from a trust established by their son, Charles A. Cannon, Class of 1915.

Maxwell Chambers Professorship—Established in 1855 under a special provision of the will of Davidson's principal 19th century benefactor, Maxwell Chambers of Salisbury, North Carolina, this professorship enabled Davidson to inaugurate the teaching of chemistry.

Lester D. Coltrane III Visiting Professorship in Religion—Established by the Charles A. Cannon Charitable Trust No. Three to recognize the longtime and diligent service to its Board of Lester D. "Bub" Coltrane III, Davidson College Class of 1940, this professorship is in support of the college's Program for the Theological Exploration of Vocation.

Joel O. Conarroe Professorship—Established through the generosity of an anonymous donor, this professorship honors Joel O. Conarroe, Class of 1956, and President Emeritus of the Guggenheim Memorial Foundation.

Covington Visiting Professorship—Established in 1982 by Howard W. Covington, Class of 1937, this professorship brings exciting teachers to campus as visiting professors.

John Crosland Professorship—Established in 1995 by John Crosland, Class of 1951, and his wife Judith E. Crosland.

Craig Family Distinguished Professorship in Reformed Theology and Justice Ministry—This distinguished professorship was established by the Craig family in memory of the Reverend David Irvin Craig, Class of 1878, and the Reverend Carl Brackett Craig, Class of 1911, as well as to honor the children of Virginia K. and David E. Craig, Class of 1961, who attended Davidson: The Reverend Caroline Evelyn Craig, Class of 1988, and Carlton Scott Craig, Class of 1993, and his wife, Carol Hancock Craig, Class of 1992. The professorship will be held by a teacher who, by word and deed, encourages and inspires the moral and ethical choices that promote faithful stewardship of the environment and peace among all the world's people. The holder of this professorship should be one who, by example, can teach and lead students in engaging the challenges that confront society today, with training and expertise in Christian Theology in general, and Reformed Theology, in particular.

Charles A. Dana Professorships—The Dana Professorships were established in 1966 through a challenge campaign initiated by the late philanthropist and industrial pioneer, Charles A. Dana.

R. Stuart Dickson Professorship—Established in 1994 by the Dickson Foundation and the Ruddick Corporation to honor longtime Davidson trustee R. Stuart Dickson, Class of 1951.

Gail M. and Ernest G. Doe Professorship—Established in 1998 by Ernest G. Doe, Class of 1969, and his wife Gail to recognize a faculty member of the department of economics who excels in undergraduate teaching, has a record of superior professional achievement, and exemplifies the moral and intellectual values of Davidson College.

Beverly F. Dolan Professorship—Established in 1993 by Textron, Inc., to honor the service of its retiring chief executive officer and chairman of the board, Beverly F. Dolan, this professorship is for a member of the mathematics or physical science faculty.

James B. Duke Professorship—Established by gifts from The Duke Endowment, in response to the inauguration of the Dean Rusk Program in International Studies.

Paul B. Freeland Professorship—Created in 1981 through a bequest from Dr. Paul B. Freeland, Class of 1925, a minister from Crowley, Louisiana.

W.R. Grey Professorship—Established in 1935 by Captain James Parks Grey, Class of 1885, in honor of his brother, W.R. Grey, Class of 1884, a professor at Davidson for forty years.

Douglas C. Houchens Professorship—Established through the generosity of an anonymous donor to honor Douglas C. Houchens, Davidson College Professor of Art from 1953-1978.

Virginia Lasater Irvin Professorship—Created in 1960 by a gift from the Z. Smith Reynolds Foundation to honor Virginia Irvin, wife of George L. Irvin, Class of 1924, and a cousin of R.J. Reynolds, Jr.

Frontis W. Johnston Professorship—Established in 1986 through gifts from Dr. Johnston's family, colleagues, and friends, this professorship was created to honor the late Frontis Withers Johnston, Class of 1930, who served Davidson for many years as teacher, dean of the faculty, and interim president.

Francis B. Kemp Visiting Professorship—Established by Bank of America in memory of Francis B. Kemp, Class of 1963, this professorship supports a visiting faculty member distinguished in his or her field.

William R. Kenan, Jr. Professorship—Created in 1968 and later augmented by the William R. Kenan Foundation.

John T. Kimbrough Professorship—Established in 1998 by gifts from his children, Lawrence M. Kimbrough, Class of 1963, Mary P. Kimbrough King, John T. Kimbrough, Jr., Class of 1958, and William A. Kimbrough, to honor John T. Kimbrough, Professor of Mathematics at Davidson College from 1928-1974.

L. Richardson King Professorship—Established by the Kimbrough and King families in honor of L. Richardson King, Class of 1959, and Richardson Professor of Mathematics from 1964-2002.

MacArthur Professorship—Established in 1981 by a gift from the John D. and Catherine T. MacArthur Foundation of Chicago, this rotating professorship helps bring promising young professors to Davidson.

Nancy and Erwin Maddrey Professorship—Established in 1993 by Davidson trustee E. Erwin Maddrey III, Class of 1963, and his wife Nancy Burgess Maddrey.

James G. Martin, Jr. Professorship—Established in 1991 by friends and admirers of the Honorable James G. Martin, Class of 1957, in recognition of his service to the State of North Carolina as governor.

John and Ruth McGee Directorship of the Dean Rusk Program in International Studies—Established by the John F. and Ruth B. McGee Foundation of Charleston, West Virginia, to endow this joint faculty administrative position.

McGee Visiting Professorship in Creative Writing—Established by John F. McGee, Class of 1943, and his wife to bring gifted writers to campus as visiting professors. Josephine Humphreys, Al Young, Susan Allport, Karen Jones-Meadows, Peter Meinke, Sheri Reynolds, and Robert Morgan are among those who have visited Davidson as McGee Professors.

J. Estes Millner Professorship—Established in 1997 through a major bequest of J. Estes Millner, Class of 1926, to support teaching in the department of music.

Joseph R. Morton Professorship—Established in 1990 by Joseph R. Morton, Class of 1920, to support teaching in the departments of chemistry, physics, or mathematics.

C. Louise Nelson Professorship—Established by Ross W. Manire, Class of 1974, and his wife Dee to recognize the dedication to teaching demonstrated by this member of the Davidson faculty who served the college from 1964-1988.

Malcolm Overstreet Partin Professorship—Established by William N. Mathis, Class of 1988, to attract to Davidson talented young pre-tenured faculty members who demonstrate a love of classroom teaching, lectures meant to both educate and enthrall, and commitment to instill a lifelong devotion to learning as embodied by this Mary Reynolds Babcock Professor of History from 1968- 2002.

Richardson Professorship—Established in 1962 in response to a challenge grant from the H. Smith Richardson Foundation.

Holmes Rolston III Professorship in Religion and Science—Established by Holmes Rolston III, Class of 1953 and recipient of the 2003 Templeton Prize for Progress Toward Research or Discoveries About Spiritual Realities, this chair explores in teaching, research, and scholarship the dialogue and interaction between religion and science.

James Sprunt Professorship of Bible and Philosophy—Established in 1925 by a bequest from this remarkable and erudite North Carolina businessman.

Samuel E. and Mary West Thatcher Professorship—Established by a bequest from Mary Thatcher and by gifts from John Thatcher, Class of 1948.

Todd and Melissa Thomson Professorship in Environmental Studies—Established by Todd S. and Melissa McKeithen Thomson, both of the Class of 1983, to attract to Davidson College an individual with a strong record and potential in environmental studies, with an emphasis on public policy.

Vail Professorship—Established by a gift from Foster and Mary McGaw in 1977, in honor of James D. Vail III, Mrs. McGaw's son, and his family.

E. Craig Wall, Jr. Distinguished Professorship in the Humanities—Established through gifts from family, friends, and business associates of Mr. Wall, Class of 1959, and a grant from the National Endowment for the humanities, this chair supports teaching in the humanities program and honors Craig Wall's service to Davidson as chairman of the Board of Trustees.

Wayne M. and Carolyn A. Watson Professorship—Established in 1991 through gifts from Mr. and Mrs. Wayne M. Watson, parents of Bryna Watson, Class of 1982.

William H. Williamson Professorship—Created in 1926 through a trust fund left by William Holt Williamson, Class of 1886.

ADMINISTRATIVE STAFF (AS OF MAY 1, 2006)

OFFICE OF THE PRESIDENT

Robert F. Vagt, B.A. (Davidson), M.Div. (Duke), L.H.D. (Queens), LL. D. (Davis & Elkins), *President*

Wendy M. Roberts, B.A. (UNC Charlotte), *Administrative Assistant to the President*

Traci L. Russ-Wilson, *Administrative Coordinator*

Planning and Institutional Research

Linda M. LeFauve, B.A. (Wells), M.A. (SUNY Buffalo), M.A. (SUN Geneseo), *Director*

George Campbell, B.A. (Wake Forest), M.A. (Indiana), *Assistant Director*

ACADEMIC AFFAIRS

Clark G. Ross, B.A. (University of Pennsylvania), Ph.D. (Boston College), *Vice President for Academic Affairs and Dean of Faculty, Frontis W. Johnston Professor of Economics*

Marcia G. Beck, B.A. (Nazareth), M.S.Ed. (SUNY Brockport), *Assistant Dean for Academic Administration*

Laura W. Boyles, B.A. (Bluffton), M.A. (Ohio State), Ph.D. (UNC Greensboro), *Assistant Dean for Academic Administration*

Patricia T. Gardner, *Executive Assistant*

Academic Support Services

Amanda Aldridge, B.S. (Appalachian State), *Research Technician in Biology*

Amy L. Becton, B.S. (Florida State), *Teaching Assistant for Biology/Psychology*

Ceryl F. Branz, B.A. (Nazareth), M.S.Ed. (SUNY Brockport), *Department Assistant for German/Russian, Sociology, and Spanish*

Nancy Brown, *Department Assistant for Physics*

Barbara M. Carmack, *Department Assistant for Economics*

Jessica Cooley, B.A. (Davidson), *Art Gallery Assistant Curator*

Ann Milner Douglas, B.A. (North Carolina Wesleyan), *Academic Affairs Technologist and Department Assistant for History*

Fern L. Duncan, *Department Assistant for Psychology*

Annie Edwards, B.A. (Boston College), *Department Assistant for Political Science and Communication Studies*

Jeffrey Stuart Erickson, A.B. (Cornell University), M.F.A. (Southern Illinois University at Carbondale), *Slide Curator*

Kay Hollyday Filar, B.A. (Westminster College), *Department Assistant for Chemistry*

Kristen Fortin, B.A. (University of California, Berkeley), *Department Assistant for English*

Betty Hartsell, *Department Assistant for Biology*

Christine Healey, B.S. (UNC Charlotte), *Teaching Assistant for Biology and Campus Environmental Safety Specialist*

Joseph Ronald Higdon, B.A. (SUNY Geneseo), M.F.A. (University of South Carolina), *Theatre Technical Director*

Katy Hoffer, B.A. (University of Maryland-College Park), *Department Assistant for Music*

Brenda Pitts King, *Department Assistant for Art*

Joshua P. Layfield, B.S. (Davidson), *Chemistry Laboratory Manager*

Peggy C. Maiorano, B.S. (Clemson), M.S. (UNC Charlotte), *Teaching Assistant for Biology*

Melanie J. McAlpine, B.A. (Meredith), *Department Assistant for Chinese, Classics, French, Religion, and Self-Instructional Languages*

James Edward Messer, B.F.A. (Virginia Commonwealth), M.F.A. (Florida State), *Lab Technician for Art Department*

Catherine Theresa Minogue, A.B. (Davidson), *Fellow for Music and Theatre*
Cynthia G. Payne, B.S. (North Carolina State University), *Research Assistant in Biology*
Steven J. Price, B.S., M.S. (University of Wisconsin at Green Bay), *Research Coordinator in Biology*
Kenneth R. Rathbun, B.S. (Texas Tech), *Physics Laboratory Manager*
Frances Alexander Scott, *Department Assistant for Medical Humanities and Premedicine Programs*
Claudia B. Shinn, *Department Assistant for Theatre*
Gerald Keith Snead, A.A.S. (Gaston C.C.), B.S. (Belmont Abbey), *Instrumentation Specialist*
Brad Thomas, B.A. (UNC Charlotte), *Art Gallery Director*
Vanessa Victor, *Department Assistant for Anthropology, Mathematics, and Philosophy*
Sean Wentworth, B.S. (Davidson), *Research Technician in Psychology*

Center for Interdisciplinary Studies

Scott Denham, B.A. (Chicago), M.A., Ph.D. (Harvard), *Director and Professor of German*
Linda Shoaf, B.A. (UNC Chapel Hill), *Department Assistant*

Dean Rusk International Studies Program

Christopher Alexander, B.S. (University of Tennessee at Chattanooga), M.S., Ph.D. (Duke), *McGee Director and Associate Professor of Political Science*
Cristy Atkinson, *Coordinator for International Studies*
Ann Brindisi, B.A. (University of Redlands), *Study Abroad Counselor*
Valerie Chicora, *Staff Assistant for International Students and Study Abroad Offices*
Ashley Griffith, B.A. (Davidson), *Fellow for International Studies*
Carolyn M. Ortmyer, B.S. (UCLA), M.A. (Denver), *Study Abroad Coordinator*
Carol Sandke, A.A. (Edison C.C.), *Staff Assistant for Study Abroad*
Anna Marie Siegel, B.A. (George Mason), M.A. (Bowling Green), *International Student Advisor*

Grants and Contracts

Mary W. Muchane, B.S. (Nairobi), M.S. (University of Sheffield), Ph.D. (Duke), *Director*
LuAnne G. Sledge, B.S. (UNC Charlotte), *Grants Accountant*
Beverly Winecoff, *Grants and Contracts Assistant*

July Experience

Evelyn C. Gerdes, B.S., M.Ed. (East Carolina University), *Director and Lecturer in Education*
Pat McCue, *Program Assistant*

Library

Leland Madison Park, A.B. (Davidson), M.Ln. (Emory), Adv.M. of L.S., Ph.D. (Florida State), *Director*
A. Jan Blodgett, B.S. (Texas Tech), M.L.S. (Texas Woman's University), M.A. (West Texas State), M.R.E. (Loyola University New Orleans), Ph.D. (Maryland), *College Archivist and College Records Management Coordinator*
Annette B. Boston, B.A. (UNC Charlotte), *Senior Library Assistant/Cataloging*
Susanna D. Boylston, B.A. (Sweet Briar), M.Litt. (Oxford), M.S.L.S. (Catholic University), *Head of Library Instruction and Collection Development*
Sharon H. Byrd, A.B. (Pfeiffer), M.A. in L.S. (UNC Chapel Hill), *Head of Public Services and Head of Reference*
Jean C. Coates, B.A. (King), M.L.S. (UNC Greensboro), *Assistant Head of Public Services for Circulation and Interlibrary Loan*
Loyce S. Davis, *Presidential Papers Indexer*
Sara B. Enders, *Senior Library Assistant/Government Information*
Mark H. Grotjohn, A.B. (Davidson), *Assistant to College Archivist/Davidson Fellow*
Joseph Gutekanst, *Interlibrary Loan Coordinator*
Patricia J. Johnson, B.S. (Georgia Southern), *Senior Library Assistant/Acquisitions*
Susan M. Kerr, B.A., M.S.L.S. (UNC Chapel Hill), *Technical Services Manager*
Stephen L. Mantz, B.M. (Miami), M.S. in L.S., M.A. (UNC Chapel Hill), *Music Librarian*
Frank R. Molinek, Jr., B.S. (Northern Arizona), M.L.S. (UNC Chapel Hill), *Assistant Head of Public Services; Science and Government Information Librarian*
Judith M. Murphy, *Staff Assistant to Director*
June B. Quick, *Senior Library Assistant/Business Office*
Sanford Jackson Radcliffe, B.S. (Appalachian State), *Senior Library Assistant/Night Circulation Supervisor*

Derek A. Rodriguez, B.A. (Duke), M.L.S. (UNC Chapel Hill), *Systems Librarian*
 Kim E. Sanderson, B.A. (Florida International), M.L.S. (UNC Chapel Hill), *Head of Technical Services and Head of Cataloging; Special Collections Coordinator*
 Denise B. Sherrill, B.S. (Western Carolina), *Library Business Manager*
 Kelly Sink, B.S., M.L.S. (UNC Greensboro), *Assistant Head Technical Services/Head of Acquisitions & Serials*
 Alice G. Sloop, B.A. (Berea), *Senior Library Assistant/Acquisitions*
 Linda Y. Snyder, *Senior Library Assistant/Public Services*
 Mittie C. Wally, *Senior Library Assistant/Serials*
 Al'Tonya Washington, B.A. (Winston-Salem State), *Senior Library Assistant/Acquisitions*
 Tracey Wright, *Senior Library Assistant/Music Library*

Military Studies

Robert A. McCall, B.S., M.A. (Western Carolina), *Lieutenant Colonel, U.S. Army*
 Stephen J. Kolouch, B.B.A. (James Madison), *Captain, US Army*

Office of Teacher Education

Richard R. Gay, B.A., M.A. (University of Richmond), Ph.D. (UNC Greensboro), *Director and Associate Professor of Education*
 Elaine B. Houser, *Departmental Assistant*

Registrar

Hansford M. Epes, A.B. (Davidson), Ph.D. (UNC Chapel Hill), *Registrar and Professor of German and Humanities*
 Debra D. Brannon, *Staff Assistant*
 Nancy Y. Dickens, *Staff Assistant*
 Lori C. Hayes, B.A. (UNC Charlotte), *Staff Assistant*
 Wanda H. Underwood, *Assistant Registrar*

ADMISSION AND FINANCIAL AID

Christopher J. Gruber, B.A., M.B.A. (University of Richmond), *Vice President and Dean of Admission and Financial Aid*

Susie Abernethy, *College Visit/College Fair Coordinator*
 Marilyn C. Ainslie, B.A. (UNC Chapel Hill), *Application Processing Manager*
 Castella Alexander, *International Application Processor*
 Janis Beam, B.S. (East Carolina), *Application Processor*
 Diane Brown, *Financial Aid Assistant*
 Jenny Clarke, B.S. (Virginia Tech), *Application Processing Coordinator*
 Emma Coello Butler, B.A. (Middlebury), *Assistant Dean of Admission and Financial Aid*
 John Elliott Jr., B.A. (Davidson), *Admission Counselor*
 Linda Erickson, B.F.A. (SUNY Empire State), *Financial Aid Counselor*
 Wendy Faucette, *Admission Switchboard Operator*
 Steven Gentile, B.A. (Davidson), *Admission Counselor*
 Steve Hairston, B.A. (Hope), *Assistant Dean of Admission and Financial Aid and Assistant Director of Multicultural Admission*
 Deborah B. Hogg, A.A. (St. Petersburg), *Senior Assistant Dean of Admission and Financial Aid*
 Lynda D. Keller, B.A. (UNC Charlotte), *Senior Admission Assistant*
 John Leach, B.A. (Davidson), *Master of Theological Studies (Vanderbilt), Assistant Dean of Admission and Financial Aid*
 Gardner Roller Ligo, B.A. (Mary Baldwin), M.Ed. (University of Virginia), *Assistant Dean of Admission and Financial Aid and Merit Scholarship Coordinator*
 Dave Mabe, B.A. (Davidson), *Assistant Dean of Admission and Financial Aid*
 Anna Meadows, B.A. (Davidson), *Assistant Dean of Admission and Financial Aid*
 Larina Orlando, B.A. (University of Richmond), M.A. (University of Virginia), J.D. (UNC Chapel Hill), *Senior Admission Counselor*
 Eleanor W. Payne, B.A. (Salem), *Senior Associate Dean of Admission and Financial Aid*
 Elisia Payne, B.S. (Eastern Michigan), *Merit Scholarship Assistant*
 Ellen Sizemore, A.A. (Elon), *Receptionist*
 Cathy Spencer, *Executive Assistant to the Dean*
 Chad A. Spencer, B.A. (Lenoir-Rhyne), M.B.A. (Lenoir-Rhyne), *Assistant Dean of Admission and Financial Aid*
 Kathleen Stevenson, B.A. (Rhodes), M.B.A. (Queens), *Senior Associate Dean of Admission and Financial Aid*

ATHLETICS AND PHYSICAL EDUCATION

James E. Murphy III, A.B. (Davidson), M.S. (Georgia Tech), C.P.A., *Director*

Gary C. Andrew, A.B. (Michigan), M.S. (Pennsylvania State), *Head Men's Cross Country, Track & Field Coach*

Scott M. Applegate, B.S. (East Carolina), M.A. (Miami), *Assistant Athletic Director, Director of Facilities*

Greg Ashton, B.S. (University of San Antonio, Texas), *Head Women's Soccer Coach*

Joey Beeler, B.A. (Campbell University), *Sports Information Assistant*

Ray Beltz, B.S. (East Stroudsburg), *Assistant Athletic Trainer*

C. Rick Bender, B.S. (Davidson), *Sports Information Director*

Heather Bliss, B.S. (University of Connecticut), *Head Women's Lacrosse Coach*

Raymond Brewer, A.A. (Brevard College), B.S. (Appalachian State University), *Assistant Women's Track Coach*

Scott Briggs, B.A. (Davidson), *Assistant Men's Tennis Coach*

Cody Chaney, B.A. (Taylor), *Ticket Office Assistant*

Mike Clark, B.A. (St. Mary's College of Maryland), *Assistant Football Coach*

Bonnie Clarke, B.A. (University of North Carolina), *Marketing and Promotions Assistant*

Meade Clendaniel, B.S. (Westchester State University of Pennsylvania), *Assistant Football Coach*

Richard J. Cooke, B.S., M.S. (University of Richmond), *Head Baseball Coach, Senior Men's Administrator*

Winnie Corrigan, B.A. (Davidson), *Assistant Women's Soccer Coach*

Tim Cowie, B.S. (Roberts Wesleyan College), *Head Volleyball Coach*

Mike Craft, B.A. (Wingate University), M.A. (Appalachian State University), *Assistant Men's Basketball Coach*

Ryan Crawford, B.A. (Davidson), *Assistant Football Coach*

Mark Dell, B.S. (Eastern Michigan), *Assistant Men's and Women's Swimming Coach*

Will DuBoise, *Assistant Equipment Manager*

Kelli Fisher, B.S. (Wright State), MBA (East Tennessee State University), *Assistant Women's Volleyball Coach*

Jim Fox, B.A. (Geneseo State), *Assistant Men's Basketball Coach*

Jeffrey L. Frank, A.B. (Davidson), J.D. (Florida), *Head Men's Tennis Coach*

Usha Gilmore, B.A. (Rutgers University), *Assistant Women's Basketball Coach*

Craig Hanson, B.A. (Middlebury), *Assistant Men's Baseball Coach*

Ted A. Hautau, (University of North Carolina), *Men's and Women's Diving Coach*

Brett P. Hayford, B.A. (Davidson), *Assistant Football Coach*

Elizabeth W. Hayford, B.S. (Wingate), *Head Athletic Trainer*

Jamie Hendricks, B.S. (Western Carolina), *Ticket Office Manager*

Leah Parrish Jones, B.S., M.S. (Eastern Kentucky University), *Athletic Business Manager*

Leland T. Jones, Jr., B.S. (Mt. Olive), *Director of Intramurals, Club Sports, Aquatics*

Tim Kelly, B.S., M.S. (Southern Illinois), *Head Men's and Women's Swimming and Diving Coach*

Avi Kigel, B.S. (Norfolk State), M.S. (Barry), *Assistant Women's Tennis Coach*

Landry Kosmalski, B.A. (Davidson), *Assistant Men's Basketball Coach*

Judith S. Krenzer, B.S. (Catawba), *Assistant Director of Physical Education*

Sterling T. Martin, A.B. (Davidson), M.Ed. (UNC Charlotte), *Lake Campus Director*

Matthew M. Matheny, A.B. (Davidson), *Assistant Men's Basketball Coach*

Martin McCann, A.B. (Davidson), *Director of Marketing & Promotions and Event Management*

Gavin McFarlin, B.S. (Ashland University), M.A. (University of Pacific), *Sports Information Assistant*

Robert H. McKillop, B.S. (Hofstra), *Head Men's Basketball Coach*

Katy McNay, B.S., B.A. (Appalachian State), M.E. (University of Georgia), *Director of Compliance, Director of Physical Education*

Susan Mercer, *Men's Basketball Administrative Assistant*

Guy Merritt III, B.A. (UNC-Charlotte), *Head Football Coach*

Chris Monfiletto, A.B. (Davidson), *Assistant Football Coach*

Joanna Mooney, B.A. (Vanderbilt University), *Assistant Women's Lacrosse Coach*

F. Daniel Morphis, B.S. (Appalachian State), *Equipment Manager*

Ernest Moss, B.A. (Western Carolina), M.A. (Sacred Heart), *Assistant Men's Track Coach*

Derek Parrish, B.S. (Ball State University), *Intramural and Club Sport Assistant*

Clint Peay, B.A. (University of Virginia), *Assistant Men's Soccer Coach*

Alison Pick, B.A. (South Dakota State University), *Assistant Men's and Women's Swimming Coach*

Caroline Price, B.S. (Furman), *Senior Women's Administrator and Head Women's Tennis Coach*

Abby Pyzik, B.S. (Lynchburg College), *Assistant Women's Basketball Coach*

Emilee Rangel, B.S. (Catawba), *Assistant Trainer*

Marie Reedy, B.A. (Juniata College), *Administrative Assistant*

Stephanie Roe, B.S. (Lander University), *Assistant Women's Basketball Coach*

Lauren Santi, B.A., M.A., (University of Alabama), *Sports Information Assistant*

Matt Spear, B.A. (Davidson), *Head Men's Soccer Coach*
 Jennifer Straub, B.A. (Wake Forest), *Head Women's Cross Country/Track & Field Coach*
 Timothy M. Straub, B.A. (Wake Forest), *Head Golf Coach*
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 Danny Taylor, B.S. (Appalachian), M.Ed. (NC State), *Assistant Trainer*
 Lisa Thompson, B.A. (University of Buffalo), *Head Field Hockey Coach*
 Annett Watts, B.S., M.Ed. (East Tennessee State University), *Head Women's Basketball Coach*
 Brian Wheeler, B.S., M.S. (Florida State University), *Assistant Trainer*
 Erik Wince, B.S. (Gardner Webb), *Assistant Wrestling Coach*

BUSINESS AND FINANCE

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 Tammy Benschhoff, A.A.S. (Eastern Wyoming), C.P.S., *Administrative Coordinator*

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 Linda Campbell, *CatCard Services Manager*
 Mary Bolton, B.A. (Franklin Pierce College), *Manager Union Cafe*
 GayGayle M. Daily, *Dining Services Administrative Assistant*
 Cathy DeLuke, *Catering Manager*
 Bonnie Dunavent, B.A. (Michigan State), *Associate Director of Purchasing and Production*
 Suzette Escobar, B.A. (California State University-Fullerton), M.S. Ed. (Pennsylvania), *Summer Conference Coordinator*
 Ruth French, A.A. (Oldenburgische Industrie Handelskammer), *CatCard Services Assistant*
 Gwendolyn S. Gardner, *Bookstore Manager*
 Sylvia Hager, *Catering Administrative Assistant*
 Siri L. Holland, B.A. (UNC Charlotte), M.L.S. (UNC Chapel Hill) *Bookstore Specialist*
 Aaron Jackson, *Laundry Manager*
 Judith F. Jackson, B.S. (East Carolina), *Guest House Manager*
 Julie M. Knox, *Bookstore Operations Manager*
 Theresa C. Logan, M.S., R.D., LDN (Virginia Polytechnic Institute), *Dietitian*
 Cissi Lyles, A.B. (Davidson), *Conference Services Coordinator*
 Craig Mombert, A.A. (Culinary Institute of America), A.A. (Alfred State), *Executive Chef*
 Dee Phillips, B.S. (Winthrop), *Director of Dining Services*
 Ed Rutkowski, B.G.S. (Kent State), *Associate Director of Cash Operations*
 Charlotte Sappenfield, B.A. (Sacred Heart), *Associate Director of Catering*
 Michael Smith, *Catering and Production Chef*
 Sue Toumazou, *Bookstore Cashier/Operations Assistant*
 Denise A. Wilson, *Laundry Assistant Manager*
 Patsy G. Woods, *Bookstore Assistant Manager/Textbook Manager*

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 Deborah W. Barnett, A.A. (Mitchell C.C.), B.S. (Gardner-Webb), C.C.M., *Manager of Cash Management and Payroll*
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 Jane N. Biggerstaff, C.M.M., *Central Services Manager*
 Sharon P. Broome, *Central Services Assistant*
 Elizabeth C. Christenbury, B.A. (Meredith), *Director of Purchasing*
 Sally Fredricks, *Central Services Assistant*
 Lynn Fesperman, *Mail Courier*
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 Lori B. Gaston, B.S. (Appalachian State), C.P.A., *Associate Controller*
 Kathleen Haesaert, *Assistant*
 Donna M. Hamm, *Senior Accounts Receivable Assistant*

Latoya James, *Accounts Payable Associate*
 Jackie Pitzer, *Post Office Assistant*
 Edna G. Rimmer, A.A. (Lenoir-Rhyne), *Cashier*
 Allen Sherrill, *Mail Services Manager*

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 Diann S. Cavin, *Assistant*
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 Jeff Bowman, *Network Technician*
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 Ronnie Shirley, *Project Engineer*
 Sam Westmoreland, *Supervisor of Building Maintenance*
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 Gail Smith Sloop, *Executive Assistant to the Vice President*

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 Gayle McManigle Fishel, B.A. (Elon), *Director of Design*
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 Winnie E. H. Newton, B.S.A. (UNC Charlotte), *Assistant Director of Design*
 Anna Prushinski, B.A. (UNC Charlotte), *Communications Assistant/Office Manager*
 Angenette Rice-Figueroa, B.S. (West Virginia University), *Associate Director for Publications*
 John S. Syme, A.B. (Davidson), *Senior Writer*

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 Kim Cline, A.B. (UNC Chapel Hill), *Staff Assistant, Davidson Athletic Foundation*
 Charlie Collins, B.S.M.E. (Stevens Institute of Technology), *Prospect Researcher, Development*
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 C. Gayle Craig, B.A. (UNC Chapel Hill), *Staff Assistant*
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 Matthew M. Hanson, A.B. (Davidson), *Fellow, Davidson Athletic Foundation*
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 Elizabeth O. Kiser, B.A. (St. Mary's College), *Director, Annual Fund*
 Liz Kyles, A.B. (Davidson), *Fellow, Annual Fund*
 Kelly Knetsche, A.B. (Davidson), *Development Officer, Development*
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 Molly Shaw, A.B. (Davidson), *Director, Parent Programs*
 Rachel Smith, A.B. (Davidson), *Development Officer*
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 Valerie A. Tartaglia, *Staff Assistant, Development*
 Sarah Walkington, B.A. (DePauw), *Staff Assistant*
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Donor Relations

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 Karen Loccy, *Staff Assistant*

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 Liz Syverson Barr, *Traffic Manager*
 Joe Brant, B.S. (Michigan State), *Operations Manager, Announcer/Producer*
 Francis Dominguez, M.A., M.F.A. (New Orleans), *Program Director*
 Jennifer Foster, A.B. (Davidson), *Announcer/Producer*
 Rachel Jeffreys, B.S. (Georgetown), *Announcer/Producer*
 Mary Jones, B.A. (UNC Chapel Hill), *Administrative Manager*
 Bryan Leather, B.A. (Syracuse University), *Corporate Support Representative*
 Zoë McCoy, A.B. (Davidson), *Development Assistant*
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STUDENT LIFE

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Assistant Dean of Students, Director of Minority Student Affairs
 Kathy Bray-Merrell, A.B. (Davidson), *Associate Dean of Students*
 K. Annette Reagan, *Staff Assistant*

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Careers Librarian
 Brenda Harvey, *Coordinator of Recruiting Activities*
 Julie Lucas, *Office Manager/Receptionist*
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 Monica M. White, B.A. (Missouri), M.A., Ph.D. (Ohio State), *Associate Director*

College Chaplain

Robert Spach, A.B. (Davidson), M.A. (Virginia), M.Div. (Princeton Theological Seminary), *Chaplain*
 Jeremy Barras, B.A. (Connecticut College), M.A.H.L. (Hebrew Union), M.A.E.D. (Xavier), *Adjunct Jewish Chaplain*
 Linda Gurley, *Staff Assistant*
 Sandy Poole, *Staff Assistant*
 Karen Soos, B.A. (Virginia Tech), M.Div. (Catholic Theological Union), *Adjunct Catholic Chaplain*

College Union

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 Casey Cox, B.S. (Davidson), *Assistant Director*
 Brian Creech, B. A. (Davidson), *Program Advisor*
 Lynda C. Daniels, *Master Calendar Coordinator*
 Ed Daugherty, B.S. (Davidson), *Director of Davidson Outdoors*
 Mike Goode, B.S. (Davidson), M.Ed. (Oregon State), *Assistant Director of Davidson Outdoors*
 James L. Nash, B.A. (Miami University-Ohio), *Technical Director Knobloch Campus Center and Duke Family Performance Hall*
 Gina Nossel, *Staff Assistant*
 Chioma Ohanyerenwa, B.A. (Davidson), *Evening Operations Manager*
 Cheryl Rampal, *Staff Assistant*
 Tim Stroud, B.A. (Furman), M.P.A. (University of Missouri, Kansas City), *Operations Manager*

Office of Community Service

Stacey Riemer, B.S. (St. John Fisher), M.S. (University of Rochester), *Assistant Dean for Community Service*
 Kevin Buechler, B.A. (Trinity College), M.A. (Wesleyan University), *Director of Bonner Scholars*
 Yvette Clifton, B.S. (Simmons), M.S. (Brandeis), Ph.D. (Tufts), *Director of Love of Learning*
 Linda Gurley, *Staff Assistant*
 Marcie Leemore, B.A. (UNC Chapel Hill), M.Edu. (Harvard), *Director of Freedom Schools*
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 Sandy Poole, *Staff Assistant*

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Fountain Walker, A.A.S. (Stanly C.C.), *Director*
 Adam DeVore, *Patrol Officer*
 Ronnie Hersey, *Patrol Officer*
 Stacey H. Hill, *Administrative Assistant*
 Tim G. Ramsey, *Sergeant*
 Jonathan Sarver, A.A.S. (Central Piedmont C.C.), *Assistant Director*
 Laura Vanzant, *Patrol Officer*
 Jerry Williams, B.S. (UNC Charlotte), *Sergeant*
 Wesley Wilson, *Patrol Officer*

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 Suzette Escobar, B.A. (California State, Fullerton), M.S.Ed. (University of Pennsylvania), *Area Coordinator, Summer Conference Coordinator*
 Leekemase Gadson, B.A., M.S. (Florida State), *Area Coordinator, Diversity Program Coordinator*
 K. Joy Hamm, B.A. (Lenoir-Rhyne), *Patterson Court Advisor*
 Debra U. Harrison, A.A. (Central Piedmont C.C.), *Coordinator of Housing Operations*

Judy Klein, B.A. (Mundelein), *Security Access Coordinator*
 Sharon Leahy, B.S. (Ball State), *Office Manager*
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 Vacant, *Area Coordinator*

Student Health and Counseling Center

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 Laurie Bumgarner, B.S. (Davidson), M.D. (Bowman Gray), *Physician*
 Donna Coombs, R.N. (New Hampshire Technical Institution), *Registered Nurse*
 Nance Longworth, B.S.W. (East Carolina), M.S.R.C. (UNC Chapel Hill), *Counselor*
 Janet Poole, R.N. (Central Piedmont C.C. School of Nursing), *Head Nurse*
 Sarah Prince-Carleson, B.A. (Wooster), M.D. (Wright State), *Physician*
 Jane Reid, *Medical Staff Assistant*
 Georgia S. Ringle, B.A. (Newcomb), M.P.H. (Tulane School of Public Health & Tropical Medicine), *Health Educator*
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 Amanda Samson, B.A. (University of the South), M.A. (University of Florida), Ph.D. (University of Denver), *Psychologist*
 Vicki B. Sherrill, R.N. (Presbyterian Hospital School of Nursing), *Registered Nurse*
 Brelonda Walker, B.A. (University of Alabama), M.S. (Alabama A&M), *Psychologist/Counselor for Minority Outreach*
 Craig White, B.S. (Davidson), M.D. (Harvard), *Chief Physician*
 Melissa Withers, B.S. (UNC Charlotte), R.N. (Presbyterian Hospital School of Nursing), *Registered Nurse*

Theological Exploration of Vocation

Timothy A. Beach-Verhey, A.B. (Hope), M.Div. (Union Theological Seminary), Ph.D. (Emory), *Director and Adjunct Professor of Religion*
 Elizabeth Staton, *Staff Assistant*
 Lorren Timberman, B.A. (Denison College), M. Div. (Perkins School of Theology), *Assistant Director*

CURRICULAR ENRICHMENT

In addition to classroom and laboratory instruction, Davidson faculty and students have a variety of opportunities to enrich their academic environment and experience. Some of these include support for research and internships both on and away from campus. Others include support for special projects, visiting speakers, awards, seminars, and instructional materials.

The endowed funds listed below have been established to enhance the academic curriculum in specific ways.

George L. Abernethy Endowment—Established by Robert Abernethy, son of this Richardson and Dana Professor of Philosophy from 1946–1976, to strengthen the intellectual life of Davidson by funding programs and projects related to the areas of Professor Abernethy's principal interests and life-long work—philosophy, ethics, politics, economics, public health, world affairs, and comparative religion.

Barron Fund—Established by Dr. F. Hutton Barron, Class of 1961, to support meritorious faculty projects, providing opportunities for personal and professional growth.

Richard R. Bernard Society for Mathematics—Honoring Professor Emeritus Bernard, membership in the Bernard Society is extended to mathematics majors. The Bernard Society supports the traditional Math Coffees, visiting speakers, and other special projects to enhance the study and teaching of mathematics.

Frank Bliss Memorial Photography Fund—For students interested in photography who wish to pursue a noncredit project; established by family and friends in memory of Professor Frank Bliss.

Henry and Daisy Bridges Earth Lecture Series—Established by Henry P. Bridges, Jr., Class of 1950, to provide perpetual funding for programs and activities which will increase the discourse about our planet and inform others of important concerns about its ecology.

Joel Conarroe Lecture Series—Established through the generosity of an anonymous donor to honor Joel Conarroe, Davidson College Class of 1956 and President Emeritus of the John Simon Guggenheim Memorial

Foundation, this lecture series is to enhance the literary experience of Davidson students.

Cornelson Senior Seminar in Economics—Established by Mr. George H. Cornelson IV, Class of 1953, to support the Department of Economics through a lecture series and the senior session program.

Embry-Ghigo-Meeks Memorial Fund—For added cultural opportunities for participants in the Davidson at the University of Tours program in France; established in memory of French professors J.O. Embry, Francis Ghigo, Class of 1929, and Walter E. Meeks, Jr., ardent supporters and early faculty directors of the program.

Ken Kelley Program in Historical Studies—Established by alumni, family and friends in memory of this member of the Class of 1963, the fund supports Kelley Scholars, the Kelley Lecture Series, and the Kelley Award, annually presented to the senior history major who best exemplifies the personal qualities of Ken Kelley.

Page and Robert E. Kizer, Jr. Fund—Established by Robert Edward Kizer, Jr., Davidson College Class of 1961, and his wife Page, to endow both the position of Kizer Director of Teacher Education and the Kizer Internship.

Hilde Kreutzer Music Endowment—Established through the estate of Hilde B. Kreutzer to support the piano program at Davidson.

Leonard Community Service Fund—Established by Judy and Paul Leonard, Class of 1962, to support student service projects.

Malcolm Lester Endowment for the Teaching of History—Established through gifts from colleagues, alumni, parents and friends in honor of Dr. Lester, Davidson History Department Chairman for twenty-five years, this fund provides resources to supplement classroom teaching in history.

Henry Lilly Endowment for the Study of English—This fund memorializing Dr. Lilly, Class of 1918, a legendary Davidson English professor, provides resources to supplement classroom instruction with a variety of opportunities for advanced study in English.

Edwin F. Lucas, Jr. Endowment—Established by gifts from Blue Bell, Inc., family and friends, in honor of this member of the Class of 1942; the fund provides support for speakers and programs sponsored by the Pre-Management Committee.

Samuel D. Maloney Endowment for the Study of Religion and Society—Established by gifts from the Thomas Jefferson, Class of 1959, family of Richmond, Virginia, to honor Samuel D. Maloney, Class of 1948, James Sprunt Professor Emeritus of Religion, who served on the Davidson College faculty from 1954 to 1994; to support both an annual lectureship and student essay prize.

Physics Department Endowment—Established by past majors and other friends to provide departmental awards and other special initiatives.

J. Harris Proctor, Jr. Fund for Political Science—Established in honor of Harris Proctor, longtime Chair of the Department of Political Science, this fund provides resources to enrich the study of political science.

Charles E. Ratliff, Jr. Endowment in Economics—Established in honor of Dr. Ratliff, Class of 1947, Kenan Professor Emeritus of Economics, this fund provides resources for economics programs that reflect his concerns and commitments. Programming includes faculty-student projects in public policy, international summer study or research, faculty development, and visiting professorships.

Staley Endowment—Established by Mr. and Mrs. Thomas F. Staley in honor of Mr. Staley's parents, this fund is used to enhance the spiritual life of the Davidson College community.

Stapleton/Davidson Urban Service Internship—Established by G. Donnell Davidson, Class of 1939, and his wife Anne Stapleton Davidson, to involve Davidson students in Christian service projects related to the betterment of life for persons in the more troubled neighborhoods within the city of Charlotte, North Carolina.

Robert T. Stone Internship Fund—Established in memory of this distinguished alumnus of the Class of 1962 to enable one or more students to pursue internships involving the environment and other types of community service.

Richard Wardlow Music Fund—Established through gifts from Richard E. Wardlow and the Schoenith Foundation to support the programs of the department of music.

ENDOWED BOOK FUNDS

There are now 226 endowed book funds. The income from these funds, established by family and friends of the honorees, is used to purchase books for the library each year. All funds are open-ended. The market value of all endowed book funds in the library is now more than \$6.5 million.

The Eric Hardy Abberger Fund—Established in memory of Mr. Abberger by his brothers, Benjamin Lester Abberger III, Class of 1975, and William West Abberger, Class of 1984, and his parents, Dr. and Mrs. Benjamin L. Abberger, Jr.

The Nancy Hardy Abberger Fund—Established in honor of Mrs. Abberger of Orlando, Florida, by her sons, Benjamin Lester Abberger III, Class of 1975, John Albert Abberger, and William West Abberger, Class of 1984.

The Susan Dudley Abbott Fund—Established in honor of the Coordinator of Special Events of the Davidson College Development Office, 1986-1995, by Dr. Leland M. Park, Class of 1963 and Davidson College Library Director. She is the wife of Dr. Anthony S. Abbott, Professor Emeritus of English.

The George Lawrence and Helen McLandress Abernethy Fund—Established by bequest of Dr. Abernethy, Charles A. Dana Professor of Philosophy, 1946-1976.

The Henry B. Abrahams Fund—Established by bequest of Mr. Abrahams of New York City.

The Atwell and Pauline Hill Alexander Fund—Established by Mr. and Mrs. Alexander of Stony Point, North Carolina. Mr. Alexander was a 1929 graduate.

The Jean Elizabeth Alexander Fund—Established by members of the Hawley Memorial Presbyterian Church, Polkton, North Carolina.

The Alumni Association Memorial Fund—Established in memory of deceased alumni by the Davidson College Alumni Association.

The Alumni Association/Wildcat Club Fund—Established by a gift from these two Davidson organizations.

The Alumni Travel Fund—Established by participants in travel programs sponsored by the Alumni Association.

The Gwen Greenfield Appleyard Fund—Established in memory of the Executive Assistant to the Vice President for Business and Finance, 1990-1997, by friends. She was the wife of Dr. Dennis R. Appleyard, James B. Duke Professor of International Studies and Professor of Economics.

The Nancy Rodden Arnette Fund—Established in memory of the Administrative Secretary to the Vice President for Academic Affairs, 1974-1985, by family and friends.

The Jane Jackson Avinger Fund—Established in honor of this member of the Town of Davidson Board of Commissioners, 1985-1995, who served as Mayor Pro-Tem, 1991-1993, by Dr. Leland M. Park, Class of 1963 and Davidson College Library Director. She is the wife of former Davidson professor, Dr. Robert L. Avinger, Jr., Class of 1960, and the mother of Robert L. Avinger III, Class of 1990.

The Joseph Abrams Bailey Fund—Established in memory of Mr. Bailey, Class of 1883, a native of Clinton, South Carolina, by his daughter Mrs. Helen Bailey Obering of Oklahoma City.

The Ben D. Barker Fund—Established in honor of Dr. Barker, Class of 1954 and former trustee, by Seddon "Rusty" Goode, Jr., Class of 1954, and his wife Jane Nisbet Goode.

The Carrie Harper Barnhardt Fund—Established in memory of his mother by Trustee and Mrs. James H. Barnhardt, Sr. of Charlotte, North Carolina.

The Deborah Kinley Barnhardt Fund—Established in honor of their daughter-in-law, Mrs. Sadler H. Barnhardt of Charlotte, North Carolina by Trustee and Mrs. James H. Barnhardt, Sr.

The Dorothy McDougale Barnhardt Fund—Established in honor of their daughter-in-law, Mrs. James H. Barnhardt, Jr., of Charlotte, North Carolina by Trustee and Mrs. James H. Barnhardt, Sr.

The James H. Barnhardt, Sr. Fund—Established in honor of Trustee Barnhardt by Dr. Warner L. Hall, Chair Emeritus of the Board of Trustees.

The Mr. and Mrs. Thomas M. Barnhardt Fund—Established by their children.

The James Knox Batten Fund—Established in memory Mr. Batten, Class of 1957, former trustee, and Chair of the Board of the Knight-Ridder Newspapers, by Mrs. Joan Ridder Challinor.

The Lucille Hunter Beall Fund—Established in memory of his wife by McPherson Scott Beall, Class of 1925.

The Mary Davis Beaty Fund—Established in memory of Dr. Beaty, Assistant Director and Reference Coordinator of the E. H. Little Library, 1973-1992, by family and friends.

The John M. Belk Fund—Established in honor of Mr. Belk, Class of 1943 and former trustee, of Charlotte, North Carolina, by Seddon "Rusty" Goode, Jr., Class of 1954, and his wife, Jane Nisbet Goode.

The Robert B. Bennett, Jr. Endowed Fund—Established by Mr. Bennett, Class of 1977.

The Thomas M. Bernhardt Fund—Established in memory of this 1974 graduate, Director of the Living Endowment, 1975-1978, by family and friends.

The Anna Augusta Sutton Bledsoe Fund—Established in memory of his grandmother by Charles A. Dana Professor of History Malcolm Lester, 1959-1989.

The Francis Marion Bledsoe, M.D. Fund—Established in memory of his grandfather by Charles A. Dana Professor of History Malcolm Lester, 1959-1989.

The David B. Bostian, Sr. Fund—Established by David B. Bostian, Jr., Class of 1964 and Mrs. Clara K. Bostian.

The Boylston Family Fund—Established by Benjamin C. and Eleanor A. Boylston of Bethlehem, Pennsylvania.

The Kristin Hills Bradberry Fund—Established in honor of this 1985 graduate, Vice President for College Relations, 2000-2005, by Dr. Leland M. Park, Class of 1963 and Davidson College Library Director.

The Royal L. Branton Fund—Established in memory of his brother, a 1941 graduate, by W. Coleman Branton, Class of 1936.

The William Coleman Branton Fund—Established in memory of this member of the Class of 1936 by his wife.

The Thomas McL. Breeden Fund—Established in memory Mr. Breeden, Class of 1937, by his classmate, Mr. Howard W. Covington of Greensboro, North Carolina.

The Jerrold L. Brooks Fund—Established in memory of this 1957 graduate and former trustee by his friends.

The Hattie Stephenson Buffaloe Fund—Established in memory of his aunt, by Mr. Robert J. Stephenson, Director of Administrative Services, and Mrs. Stephenson.

The Patricia Cashion Burgess Fund—Established in honor of Mrs. Burgess, Communications Assistant and Office Manager for the Development Office/College Relations, 1957-2004, by Dr. Leland M. Park, Class of 1963 and Davidson College Library Director.

The Alwin C. Burns, Jr. Fund—Established in memory of this 1942 graduate by Vance M. McBurney of San Diego, California.

The Richard Clyde, Jr. and Annamarie Booz Burts Fund—Established in honor of Dr. Richard C. Burts, Dean of Students, 1961-1970; Registrar, 1970-1985; and Professor of Psychology, 1961-1985; and Dr. Annamarie B. Burts, Director of Audio Visual Services, 1965-1982, by President Emeritus Samuel R. Spencer, Jr., Class of 1940, and Mrs. Spencer.

The Herman Spencer Caldwell, Sr. and Richard Earl Caldwell Fund—Established by family and friends of Herman S., Class of 1933, and Richard E., Class of 1937. Herman S., Jr. is a 1967 graduate.

The Herman Spencer Caldwell III Fund—Established in memory of his son by Herman Spencer Caldwell, Jr., Class of 1967.

The Lillie Haltiwanger Caldwell Fund—Established in memory of his sister by R. S. Haltiwanger, Class of 1914.

The Preston Banks Carwile Fund—Established in memory of her husband, a 1920 graduate, by a bequest of Mrs. Lois C. K. Carwile.

The Hugh D. Cashion, Sr. Fund—Established in memory of this 1933 graduate by family and friends.

The Carleton Burke Chapman, M.D. Fund—Established in honor of 1936 alumnus and Davidson Rhodes Scholar by John E. Craig, Jr., Class of 1966.

The Chatham Calhoun Clark—Established in memory of Frank Robert Hyman, Class of 1897, and his wife Belle Marks Hyman, by a bequest of Mr. Clark, Class of 1929.

The William M. Clark, M.D. Fund—Established in honor of Dr. Clark, Class of 1966 and former trustee, by Seddon “Rusty” Goode, Jr., Class of 1954, and his wife, Jane Nisbet Goode.

The Class of 1972 Memorial Fund—Established by members of this class as a memorial to classmates who have died.

The Sidney Cohen Fund—Established by family and friends of Dr. Cohen of New York City.

The Monna D. Conn Fund—Established in honor of her grandmother by Dr. Cynthia L. Lewis, Charles A. Dana Professor of English.

The James Robert Covington Fund—Established in memory Mr. Covington, Class of 1929, by his brother, William T. Covington, Jr., Class of 1927, through a charitable gift annuity.

The Ben T. Craig Fund—Established in memory of the Chairman of the Davidson Board of Trustees, Class of 1954, by Trustee and Mrs. James H. Barnhardt.

The Crawford Fund—Established by Dr. Gregory A. Crawford, Class of 1978.

The John Crosland, Jr. Fund—Established in honor of Mr. Crosland, Class of 1951 and former trustee, by Seddon “Rusty” Goode, Jr., Class of 1954, and his wife, Jane Nisbet Goode.

The William Patterson Cumming Fund—Established in memory of Dr. Cumming, Class of 1921, Virginia Lasater Irvin Professor of English, 1927-1968, noted cartographer, and donor of the Cumming Map Collection which is located in the E. H. Little Library.

The Gladys Potts Cunningham Fund—Established by bequest of Mrs. Cunningham, daughter of Dr. John Rood Cunningham, Davidson President, 1941-1957. Her son, John Rood Cunningham III, was a member of the Class of 1979.

The W. Ray Cunningham Fund—Established in honor of Mr. Cunningham, Class of 1951, by Harriet C. Inscow, Margaret C. Mackersie, William C. Cunningham, Class of 1957, and John R. Cunningham III, Class of 1979.

The Henry Fitzhugh Dade Fund—Established by bequest of Mr. Dade, Class of 1938, of Greenville, North Carolina.

The Tom Daggy Fund—Established in memory of Dr. Daggy, Professor of Biology, 1947-1981, by Dr. and Mrs. John H. Williamson.

The Chalmers Gaston Davidson Fund—Established in honor of Dr. Davidson, Class of 1928, Director of the Library, 1936-1975, Professor of History, 1936-1976, College Archivist, 1975-1994, by his classmates.

The Loyce Sherrill Davis Fund—Established in honor of Mrs. Davis, Executive Secretary to the President and the Trustees of Davidson College, 1972-1986, and Presidential Papers Conservator in the College Library, 1987-2006, by President Emeritus and Mrs. Samuel R. Spencer, Jr.

The Arthur Prim Dickens, Jr. Fund—Established by Mr. Dickens, Class of 1968, of High Point, North Carolina.

The Charles A. Dixon Fund—Established in memory of her father, a 1918 graduate, by Mrs. James G. Paschal.

The Charles Dwin Dockery Fund—Established in honor of Dr. Dockery, Professor of French, 1974-2002, by his wife, Dr. M. Amelia Dockery, and their children: Frédéric, Carmen, and Natacha.

The Joseph Turpin Drake Fund—Established in memory of Dr. Drake, Professor of Sociology, 1957-1977, by friends.

The Duke Endowment Fund—Established by longtime supporter of Davidson College, the Duke Endowment of Charlotte, North Carolina.

The Darrell and Abby Dupler Fund—Established by a bequest of Mr. and Mrs. Dupler, former residents of Davidson, North Carolina.

The Fay Ross Dwelle Fund—Established in memory of his mother by the late Mr. and Mrs. Edward C. Dwelle, Jr. of Jacksonville, Florida. Mr. Dwelle was a 1932 graduate; his son, Edward C. Dwelle III, graduated in 1967. This was the Library's first endowed book fund.

The Nathaniel Cabot Earle, Jr. Fund—Established to honor their son, Class of 2001, by Mr. and Mrs. Nathaniel C. Earle.

The Edgar Family Fund—Established to recognize three Davidson generations: C. Ernest Edgar, Jr., Class of 1928; Walter B. Edgar, Class of 1965; and Elizabeth R. Edgar, Class of 1996.

The English Family Fund—Established by Dr. Raymond A. English, Class of 1969.

The Ursula Chandler Fogelman Fund—Established in memory of the Library Business Manager, 1962-1982, by family and friends.

The Carol Anne Folger, M.D. Fund—Established in memory of Dr. Folger, Class of 1978, by her classmate, Mary Amos Krick.

The Margaret Walker Freel Fund—Established in honor of his cousin by Guy Walker, Class of 1917.

The Dirk French Fund—Established in honor of Dr. French, W. R. Grey Professor of Classics, 1967-2001, by Richard P. Wharton, Class of 1994.

The Harry L. and Frances Ford Fry Fund—Established in memory of his parents by Dr. Henry F. Fry, Class of 1964.

The Wilbur L. Fugate Fund—Established in honor of Dr. Fugate, Class of 1934, donor of the "Fugate Collection of 100 First Editions" to the E. H. Little Library, by the Beckett Charitable Foundation of Alexandria, Virginia.

The John Bryant and Louise C. Gallent Fund—Established in memory of Dr. Gallent, Class of 1925, Department Chair and Professor of Chemistry, 1942-1972, and his wife, an educator in the town of Davidson, by friends.

The Connie Williamson Gamble Endowed Book Fund—Established in memory of Mrs. Gamble by her family.

The Joe P. Gates Fund—Established in memory of Mr. Gates by his wife, Mrs. Harriett E. Gates of Pisgah Forest, North Carolina, and his daughter, Mrs. Sarah T. Schantz of White Stone, Virginia.

The Harry Goodwin and Lois Boyd Gaw Fund—Established honoring the of parents of John G. Gaw, Class of 1937, and Warren Boyd Gaw, Class of 1939, by Mrs. Elizabeth W. Gaw.

The Rachel Helen McKenzie Gaynor Fund—Established in honor of his mother by Edward F. Gaynor, Class of 1981.

The Francis Ghigo Fund—Established by friends in memory of Dr. Ghigo, Class of 1929, Professor of French, 1959-1974.

The Robert D. Gilmer Fund—Established in memory of his classmate by James M. Vann, Jr., Class of 1950.

The A. V. Goldiere Fund—Established in memory of this Professor of French, 1922-1963, by his wife.

The Seddon "Rusty" Goode, Jr. and Jane Nisbet Goode Fund—Established by Mr. and Mrs. Goode. Mr. Goode is a former trustee and 1954 graduate.

The Gorham Fund—Established by Edwin L., Jr., Class of 1932, and his sons, Edwin L. III, Class of 1963 and Charles B., Class of 1968 of Texas.

The James Thomas Grey Fund—Established in memory of this 1965 graduate by his brothers in Pi Kappa Alpha Fraternity.

The Arthur Gwynn Griffin Fund—Established in memory of this Professor of Economics, 1946-1967, by John Peter Rostan III, Class of 1966.

The F. David Grissett Fund—Established by this 1972 graduate.

The Lucile S. and James R. Gudger, M. D. Fund—Established by bequest of Mrs. Gudger. Dr. Gudger, Class of 1925 was a native of Davidson.

The William Joseph Haley III Fund—Established in memory of Mr. Haley, Class of 1980, by classmates. Mr. Haley was from New Providence, New Jersey.

The Lucy Farrow Hall Fund—Established in honor of his wife by the Reverend Warner L. Hall, Sr. Dr. Hall was chairman of the Trustees of Davidson College, 1970-1980.

The Warner Leander Hall, Sr. Fund—Established in honor of the Board of Trustee Chair, 1970-1980, by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina.

The Brevard Ervin Harris Fund—Established in memory of her grandfather, Class of 1886, by Mrs. Jane Harris Nierenberg.

The Janie Murray Harris Fund—Established in memory of his mother by H. H. Harris, Class of 1932.

The Madge Sadler Hayes Fund—Established in memory of her mother by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina.

The James P. Hendrix, Sr. Fund—Established in memory of Dr. Hendrix, Class of 1925, by Board Chair Ben T. Craig and his wife.

The William Blannie Hight, Jr. Fund—Established in memory of Dr. Hight, Professor of Education and department chairman, 1962-1986, by Mrs. Hight, and his sons, Eric Hight and Chris Hight.

The James Henry Hill and James Lolo Hill Fund—Established in memory of his father, Class of 1854, and his half-brother, Class of 1884, by a bequest from Henry Harrington Hill, Class of 1914 and LL.D. 1948.

The James William Howard Fund—Established in honor of Mr. Howard, Maintenance Department and Chemistry Department Assistant, 1949-1968, on the occasion of the retirement of his daughter, Rev. Brenda Howard Tapia, Assistant Chaplain and Love of Learning Director, 1986-2005, by her colleagues.

The William Mayhew Hunter, Jr. Fund—Established by Mr. Hunter, Class of 1931.

The Robert Bruce Jackson, Jr. Fund—Established in memory of Dr. Jackson, Class of 1950, Vail Professor of Mathematics 1956-1995, by his wife, Jean Edwards Jackson.

The General T. J. "Stonewall" Jackson Fund—Established in memory of this son-in-law of Davidson's first president, the Reverend Robert Hall Morrison, by John H. Atrial, Class of 1964, of Lorton, Virginia.

The William Howard Jetton Fund—Established in memory of Mr. Jetton, Class of 1930, by his wife.

The Clifford P. Johnson Fund—Established by Mr. Johnson, Class of 1977.

The Edward P. and Sarah K. Johnson Fund—Established in honor of his parents by Clifford P. Johnson, Class of 1977.

The Frontis Withers Johnston Fund—Established in honor of this 1930 graduate, Kenan Professor of History, 1935-1977, Dean of Faculty, 1958-1970, 1975-1977, Acting President, 1968, and Interim President, 1983-1984, by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina.

The Jones Family Fund—Established by Dr. Richard Hughes Jones, Class of 1986, honoring three generations of the Jones family who have attended Davidson.

The Keiser Family Fund—Established in honor of members of the Keiser Family by Albert Keiser, Jr., Class of 1966.

The Kendrick K. Kelley III Fund—Established in memory of their son, Class of 1963, by Mr. and Mrs. Kendrick K. Kelley, Jr. of Jacksonville, Florida, and by the Campbell Soup Company Matching Fund Program.

The Lois Anne (Sandy) Kemp Fund—Established in memory of Dr. Kemp, Professor of Spanish, 1972-2000, by her friends.

The Laurance Davies and Mary Fuss Kirkland, Jr. Fund—Established in honor of his uncle and aunt by William Alexander Kirkland, Jr. Class of 1962, and his wife, Ann Carter Kirkland.

The William Alexander and Helon Wilkerson Kirkland Fund—Established in memory of his parents by William Alexander Kirkland, Jr., Class of 1962, and his wife, Ann Carter Kirkland. The honorees' granddaughter, Elizabeth Kirkland Sickles, is a member of the Class of 1988.

The Sandor Kiss Fund—Established in memory Dr. Kiss, father of Dr. Elizabeth E. Kiss, Class of 1983, Davidson's first woman Rhodes Scholar.

The Peter S. Knox, Jr. Fund—Established in memory of Mr. Knox, Class of 1932, by Davidson President Emeritus Samuel R. Spencer, Jr., Class of 1940, and Mrs. Spencer.

The James Bell Kuykendall, Jr. Fund—Established in memory of Mr. Kuykendall, Class of 1927, who was president of the Davidson College Alumni Association, 1963-1964, and father of Davidson College President John W. Kuykendall, Class of 1959 and Dr. William H. F. Kuykendall, Class of 1956.

The John Wells Kuykendall Fund—Established in honor of Dr. Kuykendall, Class of 1959, and Davidson College President, 1984-1997, by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina.

The Zac Lacy Fund—Established in memory of Mr. Lacy, Class of 1997, and night manager of the College Union, by the Department of English.

The Emmie Frances Bledsoe Lester Fund—Established in memory of his mother by Charles A. Dana Professor of History Malcolm Lester, 1959-1989.

The Malcolm Lester Fund—Established by this Charles A. Dana Professor of History, 1959-1989, and longtime Chairman of the History Department and the Faculty Library Committee.

The Malcolm Nicholson Lester Fund—Established in memory of his father by Charles A. Dana Professor of History Malcolm Lester, 1959-1989.

The Pauline Domingos Lester Fund—Established in honor of his wife by Charles A. Dana Professor of History Malcolm Lester, 1959-1989.

The Collier Cobb Lilly Fund—Established in memory of Mr. Lilly, Class of 1989, by Trustee and Mrs. James H. Barnhardt, Sr.

The Henry T. Lilly Fund—Established in memory of Dr. Lilly, Class of 1918, Professor of English, 1926-1965, and Chair of the Faculty Library Committee, 1935-1965, by his wife.

The Caroline Jane Little Fund—Established in honor of Ms. Little, Class of 2002, by her parents, Professor and Mrs. Joseph W. Little of Gainesville, Florida.

The Charles Edward Lloyd Fund—Established in memory of this Professor of English, 1956-1980, and Coach of the 1969 and 1979 Champion College Bowl Teams, by friends.

The Fay Cox and Zachary F. Long, M.D. Fund—Established by their son, Zachary F. Long, Jr., Class of 1965.

The Steven H. Lonsdale Fund—Established in memory of Dr. Lonsdale, Associate Professor of Classical Studies and Humanities, 1986-1994, by his faculty colleagues.

The Gail Yarsley Lowery Fund—Established in memory of his wife by Richard C. Lowery, Class of 1963.

The John S. Lyles Fund—Established by Dr. Lyles, Class of 1950. His son and daughter-in-law, J. Steedman Lyles, Jr., and Dorothy Fulenwider Lyles, are 1979 graduates.

The Harvey Edward McConnell, M.D. Fund—Established in honor of Dr. McConnell, Class of 1936, of Lancaster, South Carolina.

The Marjorie M. McCutchan Fund—Established by Mrs. McCutchan, acting Head of the Reference Department in the Grey Library, 1972-1974.

The William Gillespie McGavock Fund—Established in memory of Dr. McGavock, Class of 1930, and Charles A. Dana Professor of Mathematics 1934-1975, by Mr. and Mrs. J. Rush Wilson of Greenville, South Carolina.

The Mary Wettling McGaw Fund—Established in memory of the mother of Davidson Trustee James D. Vail III by Trustee and Mrs. James H. Barnhardt, Sr.

The John Alexander McGeachy, Jr. Fund—Established in memory of Dr. McGeachy, Class of 1934, Mary Reynolds Babcock Professor of History, 1938-1977, by family and friends.

The John Lacy McLean, Jr. Fund—Established in honor of Dr. McLean, Class of 1943, and LL.D., 1977, by his cousin, President Emeritus Samuel R. Spencer, Jr., Class of 1940, and Mrs. Spencer.

The Gordon E. McMain Fund—Established in memory of Mr. McMain of Little Silver, New Jersey by Herman S. Caldwell, Jr., Class of 1967.

The William K. Mahony Fund—Established by Dr. Mahony, Professor of Religion, with funds he received as recipient of the Hunter-Hamilton Love of Teaching Award.

The Samuel Dow Maloney Fund—Established in honor of Dr. Maloney, Class of 1948, James Sprunt Professor of Religion and Philosophy, 1954-1994, by John Peter Rostan III, Class of 1966.

The Robert D. Margolis, M.D., D.M.D., M.S. Fund—Established in memory of Dr. Margolis, Class of 1975, by family and friends.

The J. Chalmers Marrow Fund—Established in memory of his 1928 classmate by Dr. Chalmers G. Davidson.

The John Alexander, Jr. and Lucy Worth Mawhinney Fund—Established in honor of this 1939 graduate and former trustee and his wife by Dr. and Mrs. Thomas H. Mayor and "Miss Elizabeth Bennett."

The Mary Elizabeth Mayhew Fund—Established in memory of Miss Mayhew, a native of Mooresville, North Carolina and head of the Library Acquisitions Department, 1957-1976, by family and friends.

The William Melvin Means Fund—Established in honor of Mr. Means, Class of 1940, of Concord, North Carolina, by Jane Harris Nierenberg.

The F. DeWolfe and Wilhelminia Livingston Miller Fund—Established by bequest of this member of the Class of 1930 and his wife.

The J. Joseph Miller Fund—Established in memory of his classmate by James M. Vann, Jr., Class of 1950.

The William Andrew Moffett Fund—Established by a bequest of this 1954 graduate who received an LL.D. in 1992.

The William Lauder Morgan Fund—Established in memory of Mr. Morgan, Class of 1920, by his family. His nephew, James L. Morgan, Class of 1945, was a Davidson College trustee.

The Harvey L. Morrison Fund—Established in memory of Dr. Morrison, Class of 1933, Instructor in Physics, 1942-1944, by his wife.

The Matthew Edward Morrow Fund—Established in memory of Matthew Edward Morrow and his son, Matthew Edward Morrow, Jr., M.D., Class of 1939, by family and friends.

The William Frederick Mulliss Fund—Established in memory of Mr. Mulliss, Class of 1933, and LL.D., 1975, a member of the Board of Trustees, 1960-75; Secretary, 1963-75, by William M. Barnhardt.

The Myers Park Presbyterian Church—Established by the congregation of this Charlotte, North Carolina church.

The Rolfe Neill Fund—Established in honor of Mr. Neill, LL.D., 1998, who was Chairman and Publisher of the Charlotte Observer, 1975-1997, by Dr. Leland M. Park, Class of 1963 and Davidson College Library Director.

The C. Louise Nelson Fund—Established in honor Dr. Nelson, Professor of Economics, 1964-1988, by John E. Craig, Jr., Class of 1966.

The Randy F. Nelson Fund—Established in honor of Dr. Nelson, Virginia Lasater Irvin Professor of English, by nine former students, attorneys with Smith Moore LLP.

The Samuel William Newell, Jr. Fund—Established in memory of Dr. Newell, Class of 1939, D.D., 1959, and minister of the Davidson College Presbyterian Church, 1953-1961, by Davidson President Emeritus Samuel R. Spencer, Jr., Class of 1940, and Mrs. Spencer. Mr. Newell's brother, C. Morris Newell, is a 1949 graduate.

The Samuel William Newell, Sr. Fund—Established by members of the family which includes his alumni sons, Samuel W. Newell, Jr. Class of 1939, C. Morris Newell, Class of 1949, granddaughter Virginia E. Newell, Class of 1978, son-in-law John L. Newton, Class of 1935, and grandson, Charles L. Newton II, Class of 1970.

The Jane Harris Nierenberg and Jill Morrison Nierenberg Fund—Established by the granddaughter and great-granddaughter of Brevard Ervin Harris, Class of 1886.

The Mary Winston Crockett Norfleet Fund—Established in memory of the mother of Dr. Robert C. Norfleet, Class of 1970, Davidson College Vice President for Business and Finance, 1995-2003, and the Rev. Agnes W. Norfleet, Class of 1981, by friends.

The Richard E. Offutt, Jr., D.D.S. Fund—Established by Dr. Offutt, Class of 1976, from Charlotte, North Carolina. His daughter is Lindsay Drummond Offutt, Class of 2004.

The Paddison-Cunningham Fund—Established in memory of her friend, Gladys Potts Cunningham by Ruth Paddison of Asheville, North Carolina.

The Leland Madison Park Fund—Established in honor of the E. H. Little Library Director, Class of 1963, by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina.

The Rebecca Leland and Arthur Harris Park Fund—Established in memory of the parents of Dr. Leland M. Park, Class of 1963, Director of E. H. Little Library, by family and friends.

The Charles W. Parker Fund—Established in memory of Davidson wrestling coach Charles W. Parker, Class of 1938, by the Scandling family of Alexandria, Virginia, including Mark W., Class of 1977 and John D., Class of 1974.

The Kenneth F. Parks Fund—Established by Mr. Parks, Class of 1973.

The Ernest Finney Patterson Fund—Established in memory of Dr. Patterson, Professor of Economics, 1957-1979, by family and friends.

The William Clayton Patton, M.D. Fund—Established in memory of her brother, Class of 1958, by Dr. and Mrs. Charles L. Nance, Jr. of Wilmington, North Carolina.

The Robert Rudolph Perz, M.D. Fund—Established in memory of Dr. Perz, Class of 1979, by his classmates.

The Edward William Phifer, Jr., M.D. Fund—Established in memory of her father, a 1932 graduate and 1961-71 Trustee, by Mrs. Susan Phifer Johnson of Spartanburg, South Carolina.

The Thomas Bryan Phillips Fund—Established in memory of Mr. Phillips, Class of 1980, by his classmates and friends, Mr. and Mrs. Francis W. Allen, Jr., Mr. David G. Lenox, Dr. Douglas A. Holt, and Mr. and Mrs. J. J. Summerell, Jr.

The James Faulkner Pinkney Fund—Established in memory of Mr. Pinkney, Class of 1927, by family and friends.

The Fradonia Brown Porter Fund—Established by friends of Mrs. Porter. Her son is A. Alex Porter, Jr., Class of 1960.

The James S. Purcell, Jr. Fund—Established in memory of Dr. Purcell, Professor of English, 1948-1977, Department Chair, 1966-1977, by family and friends.

The Charles Edward Ratliff, Sr. Fund—Established in honor of the great-grandson of Vincent Parsons, Class of 1840, by his son, Dr. Charles E., Jr., Class of 1947, and William R. Kenan Professor of Economics, 1947-1992, and his grandson, John Charles Ratliff, Class of 1979.

The William McClintock Reid, Jr. Fund—Established in memory of Mr. Reid, Class of 1934, of Louisville, Kentucky, by his wife, and his children, Ms. Barbara P. Reid, Mrs. Hensley Reid Peterson, and William M. Reid III.

The William T. Reilly III Fund—Established in memory of Mr. Reilly, Class of 1980, by his classmates and friends.

The V. O. Roberson, Jr. Fund—Established in memory of the father of Virgil O. Roberson III, Class of 1962 and W. Earl Roberson, Class of 1962, by family and friends.

The Martha Byrd Roberts Fund—Established in memory of the Director of Communications, 1974-1979, and wife of Davidson College professor, Dr. Jerry A. Roberts, by family and friends.

The William Cumming Rose Fund—Established by a bequest of Dr. William Cumming Rose, B.S., 1907; Sc.D., 1947.

The Norman C. and Helen B. Ross Fund—Established in memory of his parents by Dr. Clark G. Ross, Frontis W. Johnston Professor of Economics, Vice President for Academic Affairs and Dean of the Faculty.

The James Henry Rostan Fund—Established by this 1967 graduate from Valdese, North Carolina.

The John Peter Rostan III Fund—Established by this 1966 graduate from Valdese, North Carolina.

The Robert Colvert Sadler, M.D. Fund—Established in memory of Dr. Sadler, Class of 1908, by The R. C. Sadler Foundation.

The Margaret Salter Fund—Established in honor of his mother by J. Carl Salter, Class of 1970.

The Joan M. Scandling Fund—Established in honor of the mother of Mark W. Scandling, Class of 1977, John D. Scandling, Jr., Class of 1974, and grandmother of John Patrick Scandling, Class of 2006, and Martha Amelia Scandling, Class of 2008.

The John D. Scandling Fund—Established in memory of the father of alumni, Mark W. Scandling, Class of 1977 and John D. Scandling, Jr., Class of 1974, by his family.

The Lewis Bevins Schenck Fund—Established in memory of Dr. Schenck, Class of 1921, J. W. Cannon Professor of Bible, 1927-1966, by friends and students.

The Neal Anderson Scott Fund—Established in memory of Mr. Scott, Class of 1940, by his classmate, Davidson President Emeritus Samuel R. Spencer, Jr. and Mrs. Spencer.

The Starkey Sharp V Fund—Established in memory Mr. Sharp, Class of 1978, by fraternity brothers and friends.

The Harry Lee Shaw, Jr. Fund—Established in memory of Dr. Shaw, Class of 1926, and D.Litt. in 1969, by his wife, Mrs. Jocelyn T. Shaw, family and friends.

The J. Alexander Shaw, M.D. Fund—Established in memory of Dr. Shaw, Class of 1918, by his sons, Frank S. Shaw, M.D., Class of 1955, and John G. Shaw, Class of 1958.

The Della Shore Fund—Established in memory of Miss Shore who was Head of the Cataloguing Department, 1946-1976, and Indexer of Presidential Papers, 1979-1987, in the college library by friends.

The James P. Sifford, Jr. Fund—Established by this graduate of the Class of 1950.

The Sigma Alpha Epsilon Fraternity Fund—Established by the North Carolina Theta Chapter of SAE Fraternity of Davidson College.

The Fredric Homer Smith, Jr. Fund—Established in memory of Mr. Smith by his son, Fredric Homer Smith III, Davidson College Professor of Economics.

The Stephen B. Smith Fund—Established in honor of Mr. Smith, Class of 1966 and former trustee, by Seddon “Rusty” Goode, Jr., Class of 1954 and his wife, Jane Nisbet Goode.

The John Raymond Snyder Fund—Established in memory of Mr. Snyder by his grandson, Donald H. Caldwell, Jr., Class of 1981.

The Samuel Reid Spencer, Jr. Fund—Established in honor of Dr. Spencer, Class of 1940, LL.D – 1964, and the president of Davidson College, 1968-1983, by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina.

The Richard A. Stoops Fund—Established in memory of Mr. Stoops, Class of 1968, by friends.

The James G. Swisher Fund—Established in memory of Dr. Swisher, Pianist-in-Residence and Associate Professor of Music, 1978-1996, by friends.

The Melton Hill Tankersley Fund—Established in memory of Mr. Tankersley, Class of 1959, by bequest of his mother, Mrs. Corrie Hill Tankersley.

The Farish Carter “Chip” Tate V Fund—Established in memory Mr. Tate, Class of 1965, graduate by his classmates.

The Archibald Boggs Taylor and Margaret Louise Webb Taylor Williams Fund—Established by their children. Mr. Taylor was a 1911 graduate.

The Amelia Paul Thomas Fund—Established in memory of Mrs. Thomas, wife of Professor I. Job Thomas, by friends.

The Thomas G. Thurston II, M.D. Fund—Established in memory of Dr. Thurston, Class of 1937, by the John G. Murphy Family.

The Isabelle White Trexler Fund—Established in memory of his wife by Charles B. Trexler of Charlotte, North Carolina.

The William Waugh Turner Fund—Established in memory of her father, Class of 1899, by Elizabeth Turner Clark.

The Mary Jane McGee Vernon Fund—Established in memory of Mrs. Ben T. Vernon by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina. Mr. Vernon is a 1950 graduate.

The William Wallace Wade Fund—Established in memory of Duke University Head Football Coach by his namesake, Wade Gunnar Anderson, Class of 1983.

The Carolyn A. and Wayne M. Watson Fund—Established in honor of Mr. and Mrs. Watson of Atlanta, Georgia, by Dana Professor of History and Mrs. T. C. Price Zimmermann. Their daughter, Bryna Alwyn Watson is a 1982 graduate.

The K.D. Weeks, M.D. Fund—Established to honor the “Davidson/Duke Connection” between K. D. Weeks, Sr., M.D., Class of 1935 and K. D. Weeks, Jr., M.D., Class of 1969.

The L. D. and Lilian Benton Wharton Fund—Established in memory of his parents by bequest of Lacy Donnell Wharton, Jr., Class of 1927.

The Lacy Donnell Wharton, Jr. Fund—Established by this member of the Class of 1927.

The Mary Tilley Wharton Fund—Established in memory of his wife by bequest of Lacy Donnell Wharton, Jr., Class of 1927.

The Jack Williams, Jr. Fund—Established in honor of her husband, Class of 1934, by Mrs. Williams.

The Robert C. Williams Fund—Established in honor of Dr. Williams, Vice President for Academic Affairs and Dean of Faculty, 1986-1998, by his staff.

The Charles Nelson Williamson, M.D. Fund—Established in memory of Dr. Williamson, Class of 1964, by the Charles Nelson Williamson Trust.

The Edward Lee Willingham III Fund—Established in memory of Rev. Willingham, Class of 1948, Executive Director of the Living Endowment/Constituent Program, 1978-1985, by family and friends.

The Walter L. and Carolyn Cooner Withers Fund—Established by Mrs. Gladys D. Cooner. Mr. Withers was a 1946 graduate.

The Jack Womeldorf Fund—Established by Mr. Womeldorf, Class of 1961.

The Robert Davidson Woodward, Jr. Fund—Established in memory of Mr. Woodward by his wife and recalling family ties with the college through his son, Dr. Pat M. Woodward, Class of 1958, and grandchildren

Katherine L. Woodward, Class of 1979, Pat M. Woodward, Jr., Class of 1984, Dr. John Woodward McNeill, Class of 1987, Mary Virginia McNeill, Class of 1992, Mary Katherine Gregory, Class of 1993, and Marjorie Elizabeth Gregory, Class of 1995.

The John T. Zaharov, Jr. Fund—Established in memory of Mr. Zaharov, Class of 1970, by friends.

The T. C. Price Zimmermann Fund—Established in honor of Dr. Zimmermann, Vice President for Academic Affairs and Dean of Faculty, 1977-1986, by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina.

The Anne Kathren Zirkle Fund—Established in memory of Ms. Zirkle, Class of 1994, by friends.

The Rosemary Lévy Zumwalt Fund—Established in honor of Dr. Zumwalt, Professor of Anthropology, Department Chair, and Vice Chair of the Faculty Pro Tem, by Richard P. Wharton, Class of 1994.

HONOR SOCIETIES

Phi Beta Kappa — This nation's pre-eminent honor society recognizes outstanding achievement in the study of the liberal arts in the United States. The oldest of the American Greek-letter societies, Phi Beta Kappa was founded in 1776 at the College of William and Mary and now has 270 chapters at colleges and universities across the country. The Davidson College Chapter of Phi Beta Kappa received its charter as Gamma of North Carolina from the United Chapters (now the Phi Beta Kappa Society) on March 1, 1923. Since then, the local chapter has elected more than 2,200 students to membership-in-course. Seniors at Davidson who maintain an overall average of 3.6 or above on at least eighteen graded, countable courses are ordinarily considered for election, which is by ballot of faculty and staff of the local chapter. Election to membership, however, is not automatic on the attainment of a certain grade average. In accordance with the constitution of the national Society, students elected must have qualifications of "high scholarship, liberal culture, and good character." Not more than 12.5 percent of a senior class may be elected. Elections take place during the spring semester.

Omicron Delta Kappa — This national leadership society recognizes eminence in five phases of campus life: scholarship; athletics; social and religious activities; publications; and forensics, dramatics, music, and other cultural activities. O.D.K. has three purposes: (1) to recognize persons who have attained a high standard of efficiency in college and collegiate activities, and to inspire others to strive for conspicuous attainment along similar lines; (2) to bring together the most representative men and women in all phases of collegiate life and thus to mold the sentiment of the institution on questions of local and intercollegiate interest; and (3) to bring together members of the faculty and student body on a basis of mutual interest and understanding.

Omicron Delta Epsilon — The economics honor society has as its objective the promotion of scholarly achievement in economics, fellowship among those in the profession, and understanding of key economic issues and problems.

Alpha Epsilon Delta — The Davidson chapter of this national honor premedical fraternity is North Carolina Alpha.

Delta Phi Alpha — A nationally organized honor fraternity that recognizes achievement in German. The society seeks to promote greater understanding of German life, culture, and language.

Alpha Phi Omega — This national service fraternity is composed of students who wish to carry through college days the ideal of service to college, community, and nation.

Alpha Psi Omega — A national honor dramatic fraternity restricted to juniors and seniors who have demonstrated a particular interest in theater through participation in the college drama program.

Eta Sigma Phi — An honor society founded at the University of Chicago in order to stimulate interest in the history, art, and literature of ancient Greece and Rome, and to promote closer relationships among students interested in classical study.

Gamma Sigma Epsilon — A national fraternity recognizing excellence in chemistry. The chapter at Davidson, founded in 1919, is the mother chapter.

Omicron Gamma Chapter of the Order of Omega — A national Greek Service and Leadership Honor Fraternity for men and women who are outstanding within their own organization. Annual initiation to the Order of Omega is open to the top five percent of the Greek population on campus. As a member in this organization

students are charged with taking an active role in campus wide leadership and participation as a group in service activities.

Phi Beta Delta — An international honor society open to juniors, seniors, faculty, and staff. It recognizes exceptional achievement in international studies or service and promotion of international awareness.

Scabbard and Blade — A national military honor society designed to recognize excellence in the study of military affairs and to promote interest in military education. Lifetime membership is by election as an outstanding ROTC student in the junior or senior year. The Davidson chapter, B Company, 5th Regiment, has been in continuous existence since 1923.

Sigma Delta Psi — An honor athletic fraternity open to all students who can perform all 14 prescribed athletic feats.

Sigma Pi Sigma — The national Physics Honor Society. Founded in 1921, the chapter at Davidson is the mother chapter.

AWARDS

Alumni Medal—For the freshman with the highest academic average; given by the Alumni Association.

Vereen Bell Memorial Award—For the student submitting the best piece of creative writing; given in memory of author Vereen M. Bell, Class of 1932.

Sandy Black Memorial Award—For the rising senior premedical student judged most outstanding in academic record and who gives promise of an outstanding contribution in the field of medicine: established by Mrs. Sam Orr Black in memory of her grandson, Sandy Black, Class of 1966.

Franz Boas Award in Anthropology—For the senior anthropology major who best exemplifies the qualities of scholarship, intellectual curiosity, and ethical concern for all of humanity demonstrated by Franz Boas, the principal founder of modern American anthropology.

Bremer German Language Award—For excellence in the study of the German language; established by C. Christopher Bremer, M.D., Class of 1960.

Agnes Sentelle Brown Award—For a sophomore, junior, or senior, chosen for outstanding promise as indicated by character, personality, and academic ability; established by the late Dr. Mark Edgar Sentelle, Davidson Professor and Dean of Students, in memory of his sister.

William Scott Bryant Memorial Award—Established by family and friends to increase understanding of our national government by helping outstanding students participate in work and study programs in Washington, D.C.

James A. Chapman, Jr. Annual Award—For a promising student interested in a career in commerce. Established by the Textile Veterans Association in memory of a 1943 alumnus who was a leader in that industry.

Tom Daggy Biology Award—Established in honor of Professor Daggy, who taught in the Department of Biology from 1947 to 1981, this award recognizes outstanding achievement, leadership and service, and a love of exploring the secrets of life.

The Davidson Black Alumni Network Award—Established by Davidson alumni for students of African-American descent who through strength of character and commitment have demonstrated distinguished service to college and community.

Department of the Army Superior Cadet Award—For the outstanding cadet in each year's group of Military Studies students based on scholastic excellence and demonstrated leadership ability.

Alberta Smith DeVane Religion Award—To a senior religion major whose overall excellence promises outstanding contributions in ministry, medicine, the study of religion, or other service; established by Mrs. Helen DeVane Carnegie in memory of her mother.

Eumenean Literary Society Award—For a member who best exemplifies the society's motto: *Pulchrum est colere mentem*, "It is beautiful to cultivate the mind."

Gladstone Memorial Award—For a rising senior with high potential for future service to mankind as indicated by leadership, service, and academic record; established by family and friends of George L. Gladstone, Jr., Class of 1960.

Leona M. Goodell Memorial Award—Established by friends and family of this career government servant to help students explore careers in government.

Goodwin-Exxon Award—For a sophomore, a junior, and a senior judged to exemplify the highest standards of character, good sportsmanship, and consideration of others; established by Henry S. Goodwin, Class of 1930, and his wife Claire L. Goodwin and funded in part by the Exxon Education Foundation.

Greek Prize—Occasional award of books to a student with the greatest ability and promise in the study of Greek; presented by the Class of 1922.

R. Windley Hall Fund—A first-year student writing award which also provides for a visiting lecturer on campus; honors the memory of a member of the Class of 1963.

William B. Hight, Jr. Teaching Award—Established by colleagues, alumni, and friends in memory of Bill Hight, founder and longtime chair of the department of education; for the senior who has demonstrated great potential for a successful career in teaching at the secondary level.

Douglas Houchens Studio Art Award—For the studio art major in the junior class who made the most progress during the previous year; honoring the professor who founded Davidson's Art Department in 1953.

David Halbert Howard, Jr. Chemistry Award—For a rising senior studying chemistry who gives promise of the largest degree of usefulness in a related field of service; established by the mother and sister of David Howard, Class of 1928, who died while a chemistry professor at Davidson in 1936.

Lucile and Max Jackson Award in Art History—Established by Charlotte art lovers and friends of the college; presented annually to the rising senior who has demonstrated not only ability and aptitude, but dedication to the discipline of art history.

The Keiser Prize in English—Established in 2000 by Albert Keiser, Jr. '66 in honor of his father, Professor Albert Keiser, Ph.D.: recognizes superior contributions by one Davidson student each year to the performance of classical English literature.

Kendrick Kelley Award in History—Awarded to the senior history major who best exemplifies the qualities displayed by Ken Kelley, Class of 1963: distinguished academic performance, self-effacing leadership and personal integrity. Established by family and friends in memory of Ken Kelley.

Le Prix de Français (The French Award)—Established in 1991, the French Award was created to honor outstanding achievement in French studies and/or exceptional contributions to the Davidson French program by a senior major.

Henry T. Lilly Award for Excellence in English—Established in 1993 and given in memory of Henry T. Lilly, Class of 1918, Professor of English from 1926 -1966.

Charles E. Lloyd Award—For the student submitting the best piece of nonfiction writing; established in memory of English professor (1956-80) Charles E. Lloyd.

The Samuel D. Maloney Essay Prize—Given in honor of Emeritus Professor Samuel D. Maloney by the Thomas Jefferson family, the Maloney Essay Prize recognizes the student essay that best exemplifies outstanding work in the field of religion, ethics, and culture.

William G. McGavock Mathematics Award—For the member of the senior class who has demonstrated the greatest promise and accomplishment in mathematics while at Davidson; honors the memory of W. G. McGavock, Class of 1930, and longtime professor of mathematics.

Mundo Hispanico (The Spanish Award)—Established by the Spanish Department to recognize excellence in the study of the Spanish language and Hispanic culture.

Phifer Economics Award—For an upperclass student who has made a distinguished record in the study of economics; established by Mrs. A.K. Phifer.

The Physics Award—Established by alumni and friends to honor outstanding achievement in the study of physics.

W. Kendrick Pritchett Award in Classics—Presented to a senior classics major who exemplifies the qualities displayed by W. Kendrick Pritchett, Class of 1929: distinguished academic performance, personal integrity, and love of ancient literature, history, and archaeology.

Harris Proctor Award—Established through gifts from colleagues to honor Professor Emeritus J. Harris Proctor. The award is presented annually to the outstanding senior political science major.

Charles Malone Richards Award—For a rising senior, ordinarily preparing for the ministry, who has made the most significant contribution to the religious life of the college community; established by family and friends of Dr. Richards, Class of 1892, and Davidson pastor and professor.

Richard Ross Memorial Music Award—For a graduating senior music major who during four years of study has demonstrated the greatest achievement in the three areas for which Richard Ross was known: musical artistry, academic excellence, and Christian character.

Dean Rusk Program Award—For the student who has contributed most to international studies at Davidson.

The C. Shaw Smith Award—Presented annually to a rising junior or senior who has made outstanding contributions to the life of the college community through service at the College Union; honors C. Shaw Smith, Class of 1939, and College Union Director from 1952-1983.

Algernon Sydney Sullivan Award—Two medallions presented annually, one to a member of the senior class and the other to a person outside the student body, recognizing fine spiritual qualities practically applied to daily living, usually going to persons who have given unselfish service without due recognition; established in 1926 by the New York Southern Society in memory of its founder.

Theatre Award—For the senior who has contributed most to better theatre at Davidson College during four years on campus.

Rawley P. Turner Drama Award—Presented to the student who, in the opinion of a committee made up of faculty and community theatre-goers, has given the best performance in a major drama production for the year.

Porter P. Vinson Chemistry Award—For a rising junior, recognizing unusual mastery of the field and significant promise for further study; established by family in memory of Porter Paisley Vinson, M.D., Class of 1909, Davidson M.A. in Chemistry 1910.

William D. Vinson Mathematics Award—For a rising junior, recognizing unusual mastery of the field and significant promise for further study; established by family in memory of Davidson mathematics professor (1883-97) William Daniel Vinson, LL.D.

Daniel Blain Woods Award—For the rising senior premedical student who best exhibits the qualities of a good doctor: wisdom, compassion, the desire to serve, the ability to analyze problems, integrity, and academic excellence; established by Dr. James B. Woods, Jr., Class of 1918, and his wife in memory of their son.

James Baker Woods III Memorial Award—For a rising senior military science cadet who has displayed outstanding qualities of leadership, moral character, academic achievement, and aptitude for military service; established by Dr. James B. Woods, Jr., Class of 1918, and his wife in memory of their son, Class of 1962, who gave his life in defense of his country.

William Gatewood Workman Psychology Award—For the senior judged to have come closest to attaining Dr. Workman's extraordinary standards of scholarship, character and service; established in honor of this long-time professor of psychology by psychology faculty and alumni.

ATHLETIC HONOR AWARDS

Helen DeVane Carnegie Award—Presented to the most outstanding freshman athlete.

David Parrott Memorial Award—Presented to a student in recognition of contribution, outstanding sportsmanship and participation in the intramural athletic program.

Tommy Peters Memorial Award—Presented to a male athlete with outstanding dedication and contribution to intercollegiate athletics.

Susan K. Roberts Award—Presented to a woman athlete best exemplifying the Davidson spirit in intercollegiate athletics and campus leadership.

Thomas D. Sparrow Award—Presented to a male athlete best exemplifying the Davidson spirit in intercollegiate athletics and campus leadership.

Rebecca E. Stimson Award—Presented to a woman athlete in recognition of outstanding dedication and contribution to intercollegiate athletics.

CLASS OF 2006—BACHELOR OF SCIENCE

Diana Marie Aiken
 Adil Naeem Bahalim
 Wiley Jay Becker
 Eric Michael Blancett
 Adam Rivers Blumer III
 Elizabeth Louise Books
 Brenna Margaret Boyd
 Nicholas Henry Cain
Honors in Mathematics
 Andrew Rising Carey
 Jessica Augustine Carlson
 William Wise Crosby Carroll
 Megan Marie Castle
 Tiffany Rose Caterina
 James Spencer Cook
 Caroline Hall Crawford
 Elliott Mitchell Culter
 Mary Henderson Cushman
 Emily Shope Davis
 Katherine Whitney Delk
 Sarah Dianne Durnbaugh
Honors in Biology
 Brittany Allyce Eddy
 Elisabeth Luros Failey
 Mary Franklin Fulton
 Amanda Lee Geiger
Honors in Psychology
 Matthew Philip Gemberling
Honors in Biology

Laura Patterson Gilbert
Honors in Physics
 Jordan Grey Hauser
 Oscar Gustave Hernandez
 Jamie Lee Hesterberg
 Anna Lyon Hickman
 Megan Anne Hollar
 Scott Landon Houser
 Catherine Ann Jahnes
 Ian Charles Johnson
 Michael Brent Kaufman
 Caitlin Williams Kiley
 Kenzo James Paul Koike
 Michael Edward Landis
 John Wesley Latting
 Hilary Lane Leister
 Laetitia Isabelle Lemoine
 Caroline Jeannette Lewis
 Alina Lachezarova Lilova
 Richard Cory Maluski
 Allison Irene Martin
 Sarah Caitlin Mattingly
 James Robert Mauney
 John Clinton McCoy
 Robert Russell McCracken
 Austin Nicholas Mercadante
 Quentin Lennis Miller
 Andrew Julian Mincey
 Margaret Carolyn Mohr

William Woodward Nexsen, Jr.
 William Charles Ostendorff, Jr.
 Patrick Bradford Poole
 Lindsey Ives Powel
 William Arthur Thomas
 Rainbow, Jr.
 Katherine Elizabeth Riley
 Lillian Boyd Rogers
 Christian Alexander Rothenbach
 William Simon Scheffers, Jr.
 Lisa Gray Schneider
 Laura Marie Schulenburg
 Adam H. Secrest
 Joseph Martin Segal
 Jeffrey Richard Severinghaus
 Brian Austin Shelton
 Ronald Dean Shore II
 Cameron de Golian Kidd Smith
 Jennifer Bennett Soldano
 Laura Hope Sommer
 Linden Meredith Spital
 Cecily Winston Stokes-Prindle
 William Sprunt Stoudemire
 Gavin William Taylor
 Lauren Woods Theus
 Noelle Alexandra Thomas
 Alfred Francois Trappey III
 Catherine Marie Williams

CLASS OF 2006—BACHELOR OF ARTS

Haley Glyn Acuff
 Joseph Brandon Adams
 Georgianna Blake Ahrendt
Honors in Sociology
 Frank H. Akers III
 David Wayne Albo
 Matthew Huston Allen
 Andreas Manuel Altmeyer
 David Christian Andersen
 Christopher Yeatts Anderson
 Michael Anthony Anselmo
 Andrea Rose Applebee
 Alexander Terry Arinsmier
 Ryan Michael Arnold
 David Liddell Ashley, Jr.
 Chalin' Ashley Aswell
 Andrew David Atkins
 Jonathan James Atkinson
 Serra Aygun
 Erin Ashley Balak
 Melissa Leigh Bandy

Durham Stratton Barnes
 Jeffrey David Bates
 Emily Brooke Beal
 Susan Hargrett Bean
 Eric McClain Beck
 Sarah Snow Bencini
 Daniel Bermeo
 Molly Irene Blackman
 Henry McCoy Blue, Jr.
 Gregory Waite Bohné
 Elizabeth Trimble Boone
 Emily Adkins Bostian
 Laura Grace Boston
 Christina Marie Boye
 Ryan Dennis Boyle
 La-Trinnia Yvette Braxton
 Patrick Clark Braxton-Andrew
 Tina Danell Bridgers
 Danielle Elizabeth Brod
 Bryan Carlton Bunn
 Daphne Pauline Butler

Sarah Spielman Cantrell
 Heather Brooke Carmody
 Peter Colmer Carolla
 Sean Chan
 Jacob Thomas Charlson
 Joseph Philip Cheaney
 Ricky Donnell Childers
 Sean Alexander Christian
 Mark Jeffrey Clayton
 Tucker Lowry Cluett
 Christopher Andrew Clunie
 Lisa Katherine Collett
 Patrick James Coman
 Christopher Michael Cone
 Lauren Blaine Conn
 Kathleen McIver Cook
 Thomas Ammon Cook
 Kathleen Anne Cour
 Katherine Lyn Cox
 Nathan DeWayne Cox
 David Hedleston Crane

Janell Mckenzie Crayton
 Alice Ritchie Cross
 Ellen Rivers Daniel
 Christian Stephen Davis
 Elizabeth Jane Davis
 Jeffrey Paul Davis
 Preston Andrews Davis
 Edward Clark Dawson

Honors in German

Elizabeth Joyce DeBevoise
 Richard Finley Dimon
 Robert Patrick Dover
 Evan Alexander Downey
 Richard George Ellis
 Theodore Waldo Emerson
 Catherine Ebenye Endeley
 Christina Nicole Evans
 Melanie Ann Farmer
 Geoffrey Binder Fehling
 Kelly Noel Fernandez
 Russell Gates Filipski
 Edward Davidson Fleming
 Meryl Jessie Fogg
 Oliver Middleton Foley
 Merin Ayer Frank

Honors in History

Steven Wheeler Gentile
 Michael Anthony Giglio
 Melissa Scott Gilbert

Honors in History

Jamie Gail Glenn
 Kenneth Ryan Grant
 Morgan Kathryn Gregson
 Mikilena Ann Greusel
 Casey Anne Grimes
 Eloise Macht Grose
 Aubrey Erin Groves
 Richard Allen Guyer
 Daniel John Gyves
 Matthew Ronal Hall

Honors in History

Adriana Harangus
 John Stuart Harrell
 Christine Marie Haycook
 Betsey John Haywood
 Jay Michael Heafner
 Jennifer Denise Heath
 John Max Henderlite III
 John Gordon Henry
 Jackson Davenport Herlong
 Margaret Sims Hill
 Graham Fletcher Honeycutt
 Miranda Isabella Hora
 Amanda Catherine Horne
 Russell Patrick Howard
 Bryan Alexander Hozack
 Regina Hubard

John Joseph Hubbard, Jr.
 Jason T. Hult
 William Russell Hummel
 Lauren Elizabeth Hungarland
 Travis Steven Hunter
 Rory Thomas Higginson Huntly
 Amanda Rae Hurley
 Robert Taylor Ingraham
 James Patrick Iovino
 Aparna Balachandran Iyer
 Douglas Franklin Jackson
 Garrett David Jenkins
 Rachel Moore Jenkins

Honors in French

Thomas Carroll Jeter III
 Thomas Richard-Laurence
 Johnson-Bean
 Anna Walker Jones
 Christopher William Jones
 Victor Emmanuel Perez Jose III
 Bridget Vachon Kane
 Hui-Yun Kao
 Kristen Lauren Kavanagh
 Betsy Lynn Kelleher
 Robert Farrell Kenner
 Louise Kline Kiefer
 Amanda Poole King
 Geoffrey Keith King
 Sarah Elizabeth King
 Kevin Christoper-John Klein
 Eugene Richardson LaBruce
 William K. Lamborn
 Christopher Austin Lee
 Matthew Christopher Leonard
 Julia Erin Lesh
 Michelle Tamara Levin
 Perry Colin Lewis
 Ronald Patrick Lofrese
 Chase Allen Lovellette
 Mallory Benedict MacDonald
 Nicole Renee Mader
 Cesar Maldonado
 Christine Marie Marquardt
 Jack Andrew Martin
 Paul Benjamin Masi
 Park Rankin McArthur
 Edgar Wilson McBee

Honors in English

Archibald McClure
 Brent Jennings McCormick
 Lucy Letitia McDonald
 Meaghan Moran McFadden
 Mary Catherine McGowan
 Matthew Robert McKillop
 Jeffrey Douglass McKinney
 David Thomas McManama
 Abigail Dykstra Mead

Matthew Philip Meade
 Benjamin Paulo Leme Meza
 Amy Victoria Miller
 Amanda Nicole Moffitt
 Conor Patrick Mooney
 Grayson Cameron Moore
 William Preston Moore
 Erin Elizabeth Morris
 Jason Matthew Morton
 Pieter Louis Mul
 Christie Logan Murphy
 Patrick Masari Nakahara
 Nahum Francisco Navas
 Alice Catherine Neumann
 Rebecca Leigh Nolin
 Daniel Clayton Obermeier
 William Seton Ogden

Doo Pyo Oh
 Jenna Marie Padilla
 Paul Victor John Paradis
 Katherine Elizabeth Parsley
 Natalie Anne Pavelock
 Anne Morgan Pearlstein
 Melissa Douglas Peddicord
 Todor Petrov Penev
 William Daniel Perreault III
 Kathryn Blaire Pfeiffer

Honors in English

Alexander French Phillips
 Solvig Anna Pittenger
 Nia Jenae Pleasants
 Brian Robert Purcell
 Meghan Marie Refinski
 Robert Andrew Reichel
 Parker Tunstall Rhea
 Robert Jacob Rice
 Garen Pattison White Riedel
 Sabrina Noel Rissing

Honors in English

Sarah Rebecca Robinson
 Enrique Carlos Rodriguez-Pastor
 Natalie Jean Rowe
 Jennifer Lindsay Ruderman
 Jessica Lea Ruff
 Thomas Marschall Runge
 Usman Idres Salahuddin
 Sandy Salazar
 Anna Harriet Sanford
 Elizabeth Rice Schoening
 Jessica Chappell Scott
 Jesse Emeline Sharp-Williams
 Claire Elizabeth Whiteside
 Shelhamer
 Kristen Marie Shields
 Taylor Eastland Shoop
 Kristin Elizabeth Simmons
 Carissa Terese Skrivaneck

Emily Kathleen Smith
 Winthrop Benbury Bland Smith
 Adam Laughlin Sperduto
 Jonathan Campbell Squires
 Amanda Marie Stephens
 Rebekah Ruth Stevens
 Melanie Jean Stevenson
 Steven Michael Stickle
 Joshua David Stiff
Honors in Religion
 Derek Robert Stroke
 Jordan David Sundheim
 Courtney Allison Sutton

Katherine Wallace Swain
 Erik Evan Swanson
 Bronson Righter Tennis
 Rachel Alice Thomason
 Hannah Bennett Thompson
 Justin Todd Thompson
 Lauren Kayce Thompson-Russ
 Tyler Thompson
 Katherine Ann Tranum
 Courtney Elizabeth Valiga
 Catherine Harrison Walker
 Egyirba Walker-Arthur
 Jacqueline Janine Waring

Kendra Chandler Webb
 Damion Lamar White
 Allison Lee Whiteman
 William Mark Wilkerson
 Kathleen Jessica Williams
 Kendall Drew Williams
 Ashley Sara Willis
 Herbert Smith Wilmer, Jr.
 Brendan Michael Winters
 Adam Gregory York
 Martin Ellis Zahra

CLASS OF 2006—HONOR GRADUATES—CUM LAUDE

Candy Akua Serwaa Tutu
 Baffour-Awuah, A.B.
 Erica Robin Bahls, A.B.
 Matthew James Bandyk, A.B.
 Cady Mayhew Blackey, A.B.
 Philip Eaton Brabec, A.B.
Honors in French
 Ashley Elizabeth Burgin, A.B.
 Anne Summers Butler, A.B.
 Ann Romeyn Carroll, A.B.
 Yin Chow, B.S.
 Marika Barshefsky Cohen, B.S.
 Brian Edward Conaway, A.B.
 Bridget Marie Cook, B.S.
 Camille Florence Crane, A.B.
Honors in Religion
 Clare Burns Dalton, A.B.
Honors in French
 Jessica Peavy Enneking Davis,
 A.B.
 Kristen Lee DeCelle, B.S.
 Scott Timberlake Dillon, A.B.
 Brika Leigh Eklund, A.B.
 Alexander Camp Entrekin, A.B.
 Amanda Lou Eppolito, B.S.
 Rose Anne Feor, B.S.
 Jamie Lynn Ferguson, B.S.
 Colleen Elizabeth Gillespie, B.S.
 John Grady Green, Jr., A.B.
 Jordyn Ramsey Griffin, A.B.
 Robert Clarke Heidrick III, A.B.
 Blair Parker Hicks, B.S.
 Cristina Lauren Hillis, A.B.
 Nicholas Brown Horton, A.B.
 Lauren Ashley Hughes, A.B.

Graham Lambert Hunter, A.B.
 Allison Lynne Kavanagh, B.S.
 Brian Thomas Kennedy, A.B.
Honors in Political Science
 Hannah Kim, A.B.
Honors in Political Science
 Kara Michelle Koehn, B.S.
 Eric John LaForest, A.B.
Honors in History
 Adrienne Alicia Langlinais, B.S.
 Matthew Harker MacKenzie, A.B.
 Adam Joseph Martin, A.B.
 Adrienne Leigh McCall, A.B.
 Amanda Louise McQueen, A.B.
 Erin Elizabeth Meyer, A.B.
Honors in History
 Kathryn Elizabeth Mixon, A.B.
 Emily Anne Monforton, A.B.
 Emily Wilson Moore, A.B.
 Justin Lindsay Neill, B.S.
Honors in Chemistry
 Sandra Blair Ockers, B.S.
 Ellen Smith Oplinger, A.B.
 Elizabeth Anne Pandolfi, A.B.
 Franz Daniel Pastorius, A.B.
Honors in Political Science
 William Carl Petraglia, A.B.
 George William Poncy III, B.S.
Honors in Psychology
 Trinity Anne Pratt, A.B.
 Sarah Carroll Preston, B.S.
Honors in Psychology
 Elizabeth Peyton Purcell, A.B.
 Emily Ashworth Rodda, A.B.
High Honors in Spanish

Julie Erin Ruble, B.S.
Honors in Biology
 Katherine Jane Rush, A.B.
 John Patrick Scandling, A.B.
 Jamila Irene Schwartz, B.S.
 Martha Jane Shott, B.S.
 Leslie Michelle Smith, B.S.
Honors in Biology
 Sean Sharath Sonni, A.B.
 Katherine Lee Sorrell, A.B.
Honors in Narrative Studies
 Megan Lynn Sparks, A.B.
 Anne Croswell Stack, A.B.
 Kiften Bickford Stephens, B.S.
Honors in Psychology
 Kendal Anne Stewart, A.B.
 Mima Stojanovic, A.B.
 Elizabeth Nina Strachan, A.B.
 Joseph Jeffrey Taylor, B.S.
High Honors in Neuroscience
 Ryan Elizabeth Thompson, A.B.
 Kathryn Elizabeth Turner, B.S.
 Warren Robert Tyner, B.S.
 Anne McDowell Wadman, A.B.
Honors in Theatre
 Lauren Christina Watson, B.S.
 Stephen Alexander Wheelless, B.S.
 Kathryn Gray Wilson, A.B.
 Matthew Darrow Wilson, B.S.
 Wayne Ryan Witcher, B.S.
 Heather Marie Yopp, A.B.
Honors in Religion
 Catherine Susannah Youell, A.B.

CLASS OF 2006—MAGNA CUM LAUDE

Mark Joseph Agerton, A.B.
 Lesley Rand Attkisson, B.S.
 Jonathan Early Baker, B.S.
 Caroline McCormack Black, B.S.
Second Honor
 Hannah Williams Blunt, A.B.
Honors in Art History
 Jessica Allerton Broaddus, A.B.
Honors in English
 Brandon Russell Carroll, A.B.
 Peter Benjamin Daniel, A.B.
Honors in Studio Art
 Tessa Rebecca Davis, A.B.
High Honors in Anthropology
 Katherine Lee Fitzpatrick, A.B.

Michael Barton Flake, B.S.
 Krista Corrine Heiner, B.S.
 Leslie Hirst Hempson, A.B.
Honors in Political Science
 Christina Anne Kilby, A.B.
High Honors in Religion
 Erin Steffen Lane, A.B.
 Lucy Evelyn Marcil, A.B.
Honors in Public Health
 Patrick Joseph McConville, A.B.
 Elizabeth Louise Miller, A.B.
High Honors in Philosophy
 Garrett Michael Monda, B.S.
 George Barratt Park III, B.S.
Honors in Chemistry

Amee Govind Patel, A.B.
Honors in Political Science
 Peter Elder Roady, A.B.
Honors in History
 Audra Jacqueline Ryan, B.S.
Honors in Biology
 Walker Fleming Saik, A.B.
 Meriam Blevin Shelnutt, A.B.
High Honors in English
 Lisa Gordon Shepard, A.B.
 Monica Sarah Slinkard, B.S.
 Patrick Joseph Walsh, A.B.
Honors in English
 Mary Kathryn Wyle, A.B.
High Honors in English

CLASS OF 2006—SUMMA CUM LAUDE

Rebecca Joy Taylor, A.B.
First Honor

CLASS OF 2006—SUMMER GRADUATES

Sarah Meleah Aqua Bach, B.S.
 Jonathan Tyler Perez, B.S.
 Elijah Lane Smith, A.B.

Lawrence Edward
 Summers II, A.B.
 Sequoah Nacole Turner, A.B.

Lauren Melissa Williams, A.B.

ENROLLMENT 2005–2006

	FALL			SPRING		
	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL
First-Year Students	234	226	460	236	224	460
Sophomores	228	220	448	218	209	427
Juniors	135	174	309	185	207	392
Seniors	243	218	461	233	210	443
TOTALS	840	838	1,678	872	850	1,722
One-Year Certificate (International)	3	2	5	3	2	5
Visiting Students	0	0	0	0	0	0
Totals	3	2	5	3	2	5
TOTAL HEADCOUNT*	843	840	1,683	875	852	1,727
FTE			1,683			1,727
*Classics	0	0	0	0	0	0
*Field Studies	4	1	5	1	0	1
*India	0	0	0	0	0	0
*Tours (one semester)	5	1	6	3	0	3
*Tours (two semester)	1	3	4	1	3	4
*Würzburg	1	8	9	1	6	7
TOTALS	11	13	24	6	9	15

* Included in Junior, Sophomore, and Senior Numbers

() Number of Visitors Included in Adjacent Frequency

GEOGRAPHIC ORIGIN OF DAVIDSON STUDENTS, FALL 2005

ENROLLMENT BY STATE

NUMBER OF STATES (INCLUDING DISTRICT OF COLUMBIA) = 48

Alabama	19	Missouri	15
Arizona	3	Montana	1
Arkansas	14	Nebraska	1
California	44	Nevada	1
Colorado	22	New Hampshire	7
Connecticut	47	New Jersey	51
Delaware	6	New Mexico	5
Dist. of Columbia	10	New York	93
Florida	117	North Carolina	293
Georgia	122	Ohio	64
Hawaii	1	Oklahoma	4
Idaho	1	Oregon	7
Illinois	44	Pennsylvania	78
Indiana	8	Rhode Island	3
Iowa	2	South Carolina	68
Kansas	1	Tennessee	53
Kentucky	29	Texas	74
Louisiana	12	Utah	2
Maine	11	Vermont	10
Maryland	82	Virginia	101
Massachusetts	37	Washington	12
Michigan	11	West Virginia	7
Minnesota	16	Wisconsin	6
Mississippi	4	Wyoming	2

GEOGRAPHIC ORIGIN OF DAVIDSON STUDENTS, FALL 2005

ENROLLMENT BY FOREIGN COUNTRY

NUMBER OF STATES = 29

Austria	2	Israel	1
Botswana	1	Jamaica	1
Bulgaria	6	Mexico	2
Canada	3	Morocco	1
Chile	1	Pakistan	1
Columbia	1	People's Republic of China	1
Dominican Republic	3	Saudi Arabia	1
Ecuador	5	Singapore	2
Ethiopia	1	South Korea	4
France	2	Switzerland	2
Germany	6	Taiwan	1
Ghana	7	Turkey	2
Guatemala	1	United Arab Emirates	3
Hong Kong	1	United Kingdom	2
India	3		

ALUMNI ASSOCIATION (AS OF MAY 2006)

OFFICERS

Stuart B. Dorsett '82 – President
 Raymond L. Swetenburg, Jr. '72 – President-Elect
 Kevin R. Hanna '81 – Immediate Past President
 Anthony R. Foux '93 – Vice President
 June Greer Rhyne '84 – Vice President
 Matthew B. Merrell '84 – Secretary

Raleigh, North Carolina
 Charlotte, North Carolina
 Philadelphia, Pennsylvania
 Charlotte, North Carolina
 Charlotte, North Carolina
 Davidson, North Carolina

DECADE REPRESENTATIVES

Carla Antoinette Bullock '02
 Lloyd W. Chapin, Jr. '58
 Alan W. Duncan '76
 Thomas W. Earnhardt '68
 Virgil L. Fludd '80
 Nurica N. Good '00
 Joseph C. Harris, Jr. '02
 J. Christopher Hawk III '67
 Mary Robertson Howell '87
 Catherine Loftin Odum '87
 C. Barrett Plasman '94
 Peyton D. Prospere '75
 Nancy C. Rosselot '85
 Joy M. Sparks '98
 Emelia Stuart Stephenson '76
 Robert B. Welsh '48
 David D. Weitnauer '82
 Craig J. White '82
 William D. Lawing '73, Faculty Representative
 Gagan Gupta '07, Senior Class President

Durham, North Carolina
 Saint Petersburg, Florida
 Greensboro, North Carolina
 Raleigh, North Carolina
 Tyrone, Georgia
 Kernersville, North Carolina
 Arlington, Virginia
 Mount Pleasant, South Carolina
 Charlotte, North Carolina
 Charlotte, North Carolina
 Greensboro, North Carolina
 Jackson, Mississippi
 Weston, Massachusetts
 Charlotte, North Carolina
 Greenville, South Carolina
 Charlotte, North Carolina
 Decatur, Georgia
 Davidson, North Carolina
 Davidson, North Carolina
 Davidson, North Carolina

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DAVIDSON COLLEGE CAPSULE INFORMATION 2005-06

- Founded: By Presbyterians in 1837.
- Campus: 450 acres with 101 buildings in Davidson, N.C., 19 miles north of Charlotte, plus 106 acres on Lake Norman offering water sports.
- Calendar: Two 15-week semesters (fall and spring).
- Enrollment (fall, 2005): 1,683 (840 men, 843 women).
- Comprehensive Fee (2005-06): \$36,825
- Full-time Equivalent (FTE) Faculty: 161.7. Tenured-Tenure Track Faculty: 151–98 percent of whom hold an earned doctorate or other terminal degree in their field.
- Student-Faculty Ratio: 10.4:1
- Library: Twelve professional librarians offer reference assistance much of the 106 hours a week the Library is open; resources of over 617,000 volumes (including government documents) and 4,500 serial subscriptions; plus access to thousands of online journals and other resources through the NC LIVE statewide computer network. Music Library with over 10,000 books, scores, and recordings. Fully automated catalog available anywhere on campus and via the internet. Library building offers wireless access and laptops for checkout.
- Information Technology: Servers for academic computing, library automation, administrative operations, World Wide Web, electronic mail and other distributed computing services. Campus-wide gigabit network; wireless networks in academic buildings, Alvarez Student Union, E. H. Little Library, Sloan Music Center, Vail Commons, Chambers Building, Patterson Court; Ethernet connections in all residence hall rooms; networked microcomputer labs and classrooms with 450 Windows and Macintosh computers available to all students for general use.
- Degrees Offered: B.A., B.S. in 21 majors.
- Off-Campus Programs: See International Perspectives in Academic Programs and Policies Section for more information. Junior Year Abroad/Fall Semester/Spring Semester or June Session in Tours, France; Junior Year Abroad in Würzburg, Germany; Fall Semester in India, Spring Semester Abroad in Lands of Classical Antiquity; Summer Program in Ghana; Summer Programs in Zambia and Kenya (on demand); Summer Archaeological Dig in Cyprus; Summer Program in Cambridge, England; Summer Program in Cádiz, Spain; Summer Program in Moscow, Russia; Summer Political Science Program in Washington, D.C.; Summer Program in Broughton in abnormal psychology at Morganton, N.C.; Semester and Summer Programs with the School for Field Studies in Australia, British West Indies, Costa Rica, Kenya, and Mexico.
- Athletics: 21 intercollegiate teams—eleven men's and ten women's. Seventeen club sports and numerous intramural sports.
- As of September 2005, the six-year graduation rate for students entering in the Fall of 1998 is 92 percent. Detailed information on graduation rates categorized by gender, ethnicity, and athletic participation is available in the Office of Registrar and the E.H. Little Library.

Main Switchboard: 704-894-2000

FAX: 704-894-2005

Office of Admission: 704-894-2230

1-800-768-0380

TDD Relay Service: 1-800-735-2962

Zip Code for Davidson College: 28035

World Wide Web, Davidson College Home Page:

<http://www.davidson.edu>



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